

News Bureau
University of Santa Clara Bulletin

*GRADUATE SCHOOL
of HUMANITIES*

1973-1974

SERIES VIII • NUMBER FOUR • JUNE 13 • 1973





UNIVERSITY OF SANTA CLARA BULLETIN

**Published by the University of Santa Clara
Santa Clara, California 95053**

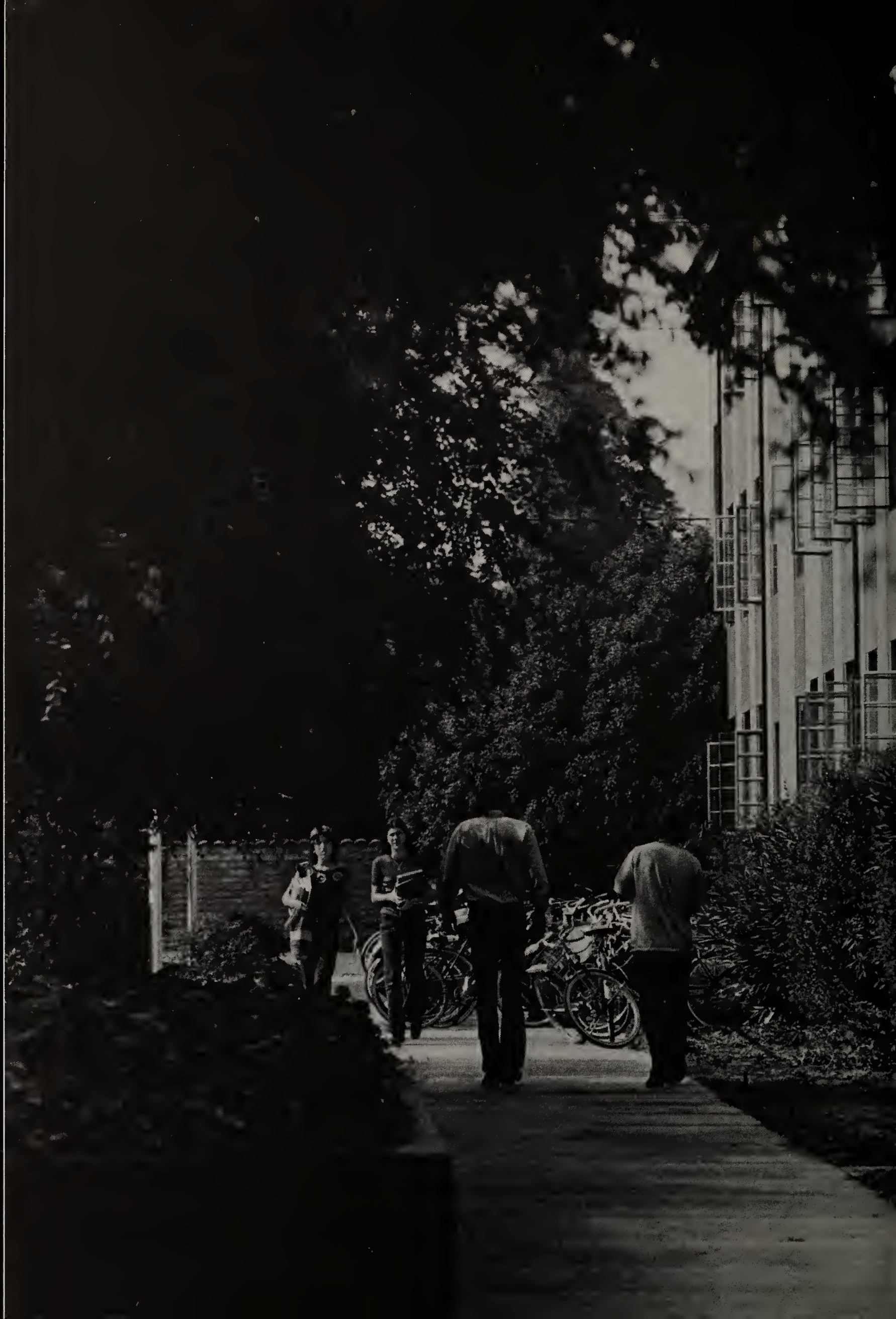
Second-class postage paid at
Santa Clara, California 95050

Issued at Santa Clara, California once in March, five times in May,
once in September and once in October

UNIVERSITY OF SANTA CLARA

**GRADUATE SCHOOL OF
HUMANITIES 1973-74**





CONTENTS

Graduate Humanities Calendar	4
Historical Perspective	6
Campus Location	7
Campus Map	8
University Aims and Objectives	11
The Graduate School of the College of Humanities	12
Counseling Services	13
Student Housing	13
Summer Session	13
University Accreditation and Memberships	13
Rights Reserved	13
Graduate Programs Admission Information	14
Transferral of Credit	15
Leave of Absence or Withdrawal	15
General Degree Requirements	15
The Teacher Education Program	17
Master of Arts in Education	20
English	20
History	21
Learning Disabilities	21
Reading	22
Master of Arts in Counseling Psychology	22
Master of Science in Teaching Mathematics	24
Master of Arts in English	24
Master of Arts in History	25
Tuition and Fees	26
Financial Aids	26
Course Descriptions	
Education	28
English	34
History	38
Mathematics	44
University Officers	49
Board of Trustees	49
Administrative Staff	49
Graduate School of Humanities	50
Advisory Boards	51
Board of Regents	51
Board of Fellows	52
Alumni Association Board of Directors	56
Faculty	59
Faculty Affairs Board	65
Faculty Grievance Committee	65
Index	66

GRADUATE SCHOOL OF HUMANITIES

CALENDAR 1973-74*†

Fall Quarter

September 19	Wednesday	Registration.
September 20	Thursday	Instruction begins.
October 3	Wednesday	Last day to file for candidacy for graduate Humanities degrees to be conferred December 1973.
November 22-23	Thursday-Friday	Thanksgiving recess, academic and administrative holidays.
December 3-7	Monday-Friday	Fall quarter examinations.
December 10 to January 1	Monday-Tuesday	Christmas recess.
December 11	Tuesday	Fall quarter grades due at 9:00 a.m.

Winter Quarter

January 2	Wednesday	Registration.
January 3	Thursday	Instruction begins.
January 14	Monday	Martin Luther King's birthday, aca- demic and administrative holiday.
February 18	Monday	Washington's birthday, academic and administrative holiday.
February 25	Monday	Last day to file for candidacy for graduate degrees to be conferred in June, 1974.
March 13-16	Wednesday-Saturday . .	Winter quarter examinations.
March 18-23	Monday-Saturday	Spring recess.
March 20	Wednesday	Winter quarter grades due.

Spring Quarter

March 25	Monday	Registration.
March 26	Tuesday	Instruction begins.
April 11	Thursday	Last day for filing with the Graduate Committee final draft of theses for degrees to be conferred June, 1974.
April 12-15	Friday-Monday	Easter recess, academic and admin- istrative holiday.
June 4-7	Tuesday-Friday	Spring quarter examinations.
June 8	Saturday	123rd Commencement.

Summer Session

June 17	Monday	Summer Session for Graduate Humanities begins.
---------	------------------	---

* All dates are inclusive dates.

† Graduate students taking undergraduate courses must follow the undergraduate calendar.

1973

JANUARY						
S	M	T	W	T	F	S
..	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	..	..	..

FEBRUARY						
S	M	T	W	T	F	S
..	..	..	..	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	..	..	..

MARCH						
S	M	T	W	T	F	S
..	..	..	..	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	..	..	..	..	..

MAY						
S	M	T	W	T	F	S
..	..	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	..	..

JUNE						
S	M	T	W	T	F	S
..	..	..	..	1	2	..
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	..	..	..	..

AUGUST						
S	M	T	W	T	F	S
..	..	..	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	..

SEPTEMBER						
S	M	T	W	T	F	S
..	..	..	..	..	1	..
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	..	..	..	..	..	..

OCTOBER						
S	M	T	W	T	F	S
..	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	..	..	..

NOVEMBER						
S	M	T	W	T	F	S
..	..	..	..	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	..

DECEMBER						
S	M	T	W	T	F	S
..	..	..	..	..	1	..
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	..	..	..	..	..

1974

JANUARY						
S	M	T	W	T	F	S
..	..	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	..	..

FEBRUARY						
S	M	T	W	T	F	S
..	..	..	..	1	2	..
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	..	..

MARCH						
S	M	T	W	T	F	S
..	..	..	..	1	2	..
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	..	..	..	..	..	..

APRIL						
S	M	T	W	T	F	S
..	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	..	..	..	..

MAY						
S	M	T	W	T	F	S
..	..	..	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	..

JUNE						
S	M	T	W	T	F	S
..	..	..	..	1	..	..
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	..	..	..	..	..	..

JULY						
S	M	T	W	T	F	S
..	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	..	..	..

AUGUST						
S	M	T	W	T	F	S
..	..	..	1	2	3	..
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	..	..	..	..	..

OCTOBER						
S	M	T	W	T	F	S
..	..	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	..	..

NOVEMBER						
S	M	T	W	T	F	S
..	..	..	..	1	2	..
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	..	..	..	..

HISTORICAL PERSPECTIVE

On January 12, 1777, six months after the signing of the Declaration of Independence, a cross was planted at a site in the present city of Santa Clara by a Franciscan Padre, Tomas de la Pena, to mark the founding of the eighth of California's original twenty-one missions, Santa Clara de Assis.

Three quarters of a century elapsed before the University of Santa Clara or Santa Clara College as it was first known, opened its doors as an institution of higher learning. In the intervening years, however, the Mission served as a spiritual center and school for the Indians.

In 1851, the new Dominican bishop of San Francisco, Joseph Sadoc Alemany, asked the Jesuit Father John Nobili, formerly of the Oregon Missions, to begin a college at the Mission of Santa Clara. During the first academic year, 1851-52, Father Nobili and a faculty of three other Jesuit priests and four competent lay professors gave instruction to twenty-six students in arts, sciences, music and drama.

April 28, 1855, Santa Clara College received its charter from the State of California.* Slow but steady growth followed and distinguished graduates became prominent members of California life. However, it was not until the Schools of Law and Engineering were founded in 1912 and the courses in the Humanities and Sciences were expanded that the College became the University of Santa Clara.

Meeting the demands of urban growth in the Santa Clara Valley, the courses in commerce and finance were likewise amplified in 1926 and the University's School of Business Administration began. The Graduate School of Business and Administration was started in 1958 in recognition of the continuing important growth of the region as a business and financial center.

From the 1930's through World War II, the University's enrollment was relatively stable. With the return of many war veterans came an enlarged student body, new resources and an expanded curriculum that led Santa Clara into a new era of rapid growth and development.

From the post-war period to the present, the face of the campus has been changing and expanding. Thanks to the generous support of many friends, eighteen buildings have been added and, today, four new facilities—the Bannan Classroom Building, the Heafey Law Library addition, the Louis B. Mayer Theatre, and the Student Activities Center—are in various stages of planning and construction.

In 1961 the University announced a major change in policy and accepted women students for the first time in its 110 year history and quickly became fully coeducational.

Although the student body has grown rapidly in the past decade, it has been held at a relatively small size—3100 undergraduates and 2900 graduate and law students.

In the same decade the number of courses taught has more than doubled and there has been a proliferation of opportunities for individual study and research, including off-campus work/study programs.

* THE UNIVERSITY'S LEGAL NAME is: *The President and Board of Trustees of Santa Clara College* to which should be added, *a Corporation, located at Santa Clara, California*. For the information of individual, corporation and foundation donors who wish the tax-benefits of their gifts and grants, the University is classified by the Internal Revenue Service as a 501(c) (3) (ii) tax-exempt organization and also as not a private foundation under Section 509(a) of the IRS code.

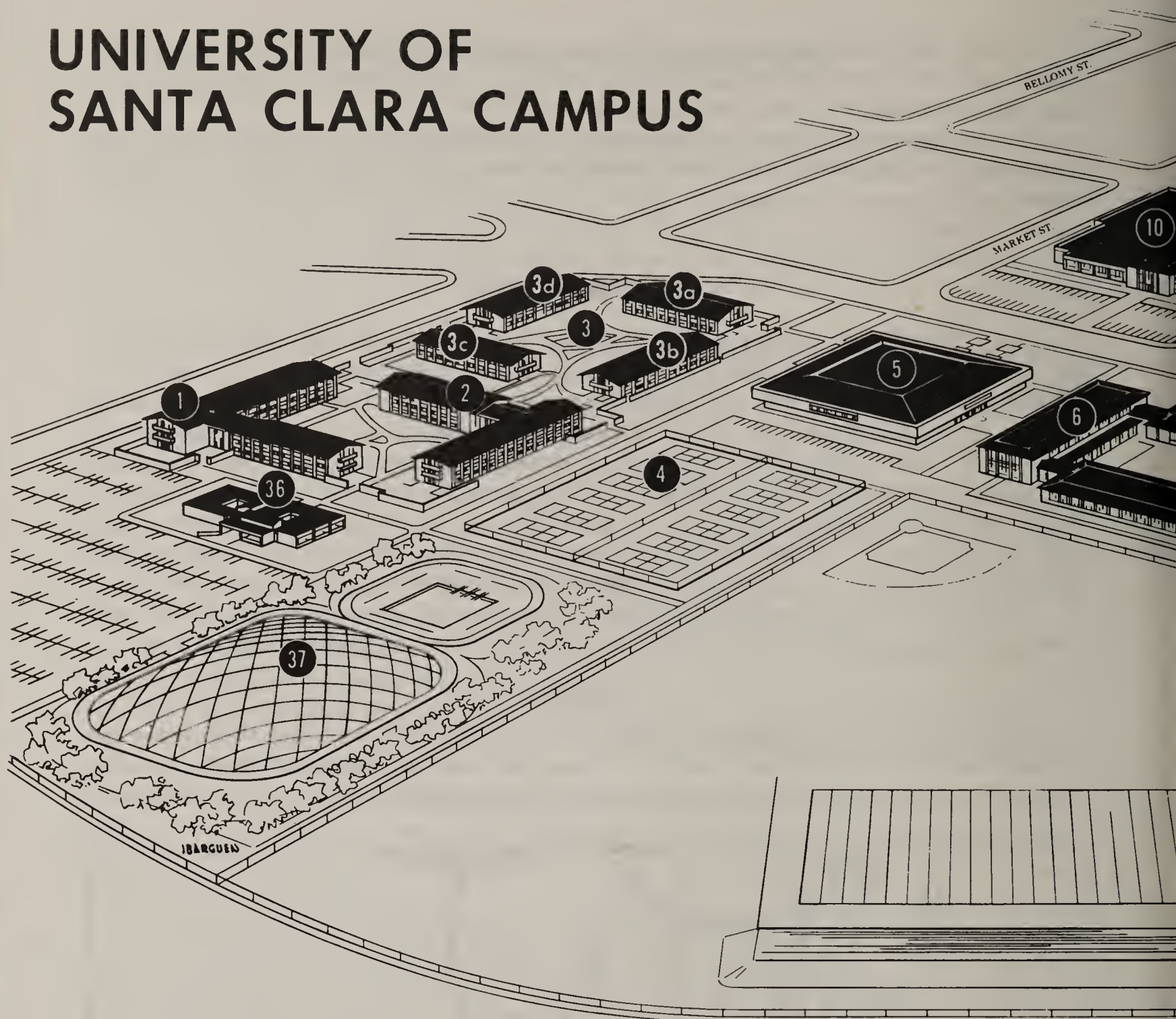
As an independent, tuition and gift supported university, Santa Clara has been able to accomplish change in ways that reflect its traditional concern for the individual student and for values in education.

The University of Santa Clara is 46 miles from San Francisco near the southern tip of the Bay in an area that is rich in opportunities for learning. The campus is situated in the midst of one of the nation's great concentrations of high-technology industry and of professional and scientific activity. Many nearby firms and social agencies are world leaders in the search for solutions to man's most critical problems. The cultural and entertainment centers of San Francisco, Berkeley, Oakland and Marin County are within one hour's travel by bus, train or car. In the opposite direction, about thirty minutes away, are the beaches of Santa Cruz on the Pacific Ocean, and less than two-hours drive from the campus is world-famous Monterey Peninsula and Carmel.

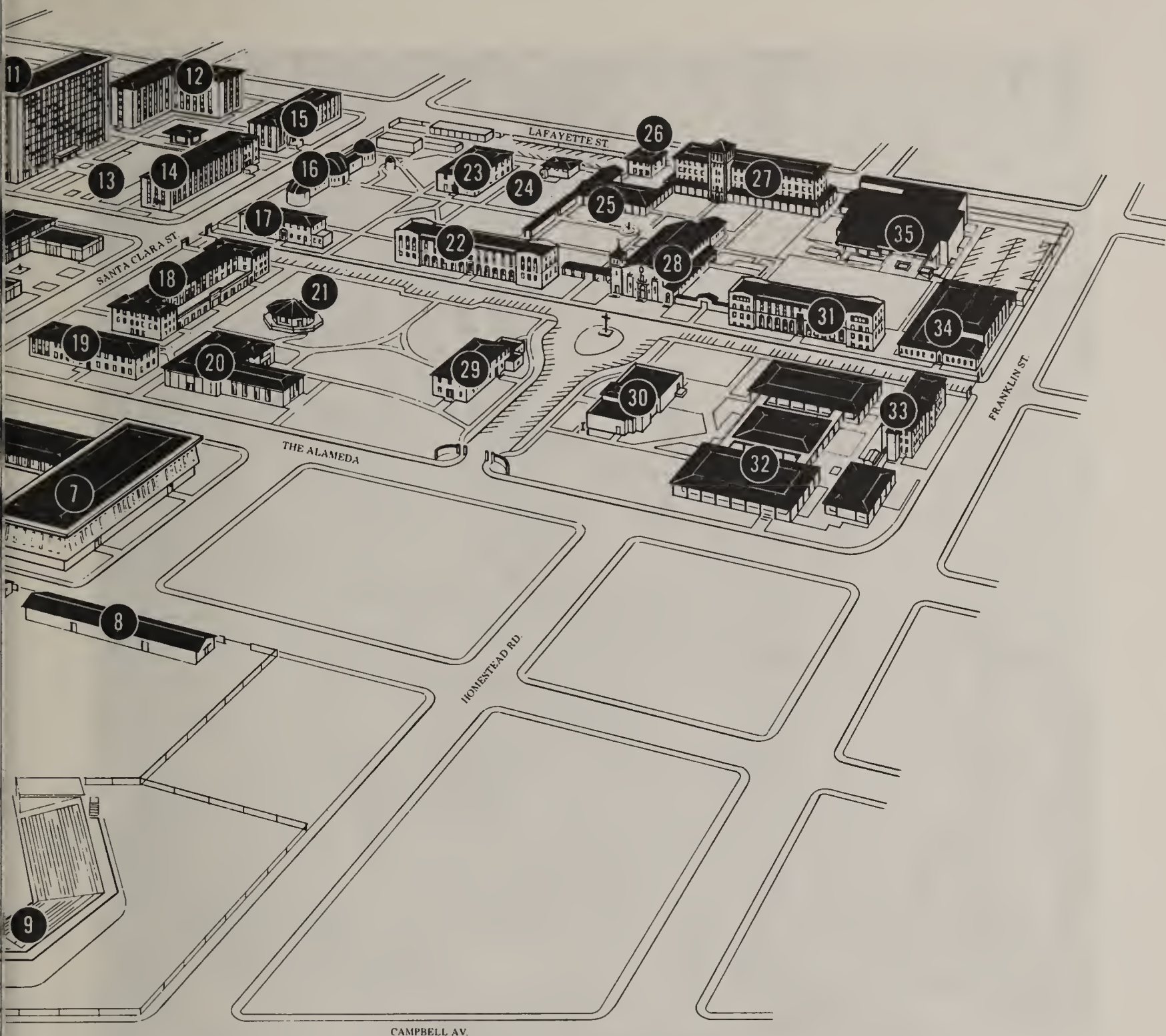
Santa Clara has a moderate Mediterranean climate. Over a period of 67 years the average maximum temperature was 71.4° and the average minimum 41.6°. The sun shines an average of 293 days a year and the average annual rainfall is about 15 inches.



UNIVERSITY OF SANTA CLARA CAMPUS



- | | |
|-------------------------------|------------------------------------|
| 1 Sanfilippo Residence Hall | 9 Buck Shaw Stadium |
| 2 Campisi Residence Hall | 10 Benson Memorial Center |
| 3 Graham Residence Center | 11 Benjamin Swig Residence Hall |
| A Strub Hall C O'Neill Hall | 12 Dunne Residence Hall |
| B Swig Hall D Hancock Hall | 13 John Kennedy Mall |
| 4 Campus Tennis Courts | 14 McLaughlin Residence Hall |
| 5 Michel Orradre Library | 15 Walsh Residence Hall |
| 6 Sullivan Engineering Center | 16 Ricard Memorial Observatory |
| 7 Bannan Classroom Building | 17 Donohoe Infirmary |
| 8 Athletic Field House | 18 Kenna Hall - School of Business |



- 19 Bergin Hall - School of Law
- 20 Heafey Law Library
- 21 Publications Center
- 22 St. Joseph's Hall - Jesuit Residence
- 23 Varsi Hall
- 24 Restrooms
- 25 Adobe Lodge - Faculty Club
- 26 Service Building
- 27 Nobili Hall
- 28 Mission Santa Clara

- 29 Walsh Administration Building
- 30 De Saisset Art Gallery & Museum
- 31 O'Connor Hall
- 32 Daly Science Center
- 33 Alumni Science Hall
- 34 Seifert Gymnasium

Proposed Buildings

- 35 Mayer Theatre
- 36 Cowell Student Health Center
- 37 Student Activities Center



General Information

AIMS AND OBJECTIVES

The University of Santa Clara is an institution of higher learning founded by the Jesuit Fathers in 1851. The University is governed by a Board of Trustees of laymen and Jesuits.

Its principal objective is to provide superior undergraduate education in the liberal arts, in the sciences and in the professions of business and engineering to a student body of limited size and of high ability.

It also offers selected graduate programs in business, engineering, law and humanities and sciences.

It presents programs in theology, scripture, and other religious studies which include the major religious traditions but with emphasis on the Catholic tradition.

It encourages research as an important part of graduate and undergraduate education.

It encourages experimentation and innovation in teaching methods and curriculum to make the education more relevant to contemporary society and the needs of modern man.

It welcomes professors and students of all races, religions, and national origins.

It provides special assistance to disadvantaged students, not only to help solve social injustice, but also to diversify the student body in a way that will better prepare all the students to contribute to a pluralistic society.

Within this diversity it offers the opportunity for spiritual growth in private life and in the Christian community and worship which it fosters.

It is a scholarly community in which students, professors and administrators, united in the search for truth, are actively involved in the formulation and implementation of institutional policy, and share responsibility for creating and maintaining an atmosphere in which all have freedom to learn, freedom to inquire and freedom to express themselves.

Santa Clara recognizes the importance of bringing to students, professors and the community at large, current and influential thought from the mainstream of contemporary life in philosophy, literature, science, the arts, politics, religion and other cultural areas through public discussion, seminars, conferences and exhibitions. These will not necessarily reflect the University position, nor agree with majority opinion, and they will not constitute an endorsement since they may represent divergent views.

Board of Trustees
University of Santa Clara
November 19, 1968

THE GRADUATE SCHOOL OF THE COLLEGE OF HUMANITIES

Although the College of Humanities of the University of Santa Clara considers its primary purpose to be that of providing the very best liberal education for the undergraduate student, it also recognizes the growing need in society for advanced professional and graduate degrees, especially in the field of general education.

Graduate study, therefore, in the College of Humanities is designed to qualify candidates for a California Teaching Credential, the Standard Designated Credential with specialization in Pupil Personnel Service, the Master of Arts in Education, the Master of Science degree in the Teaching of Mathematics, and the Master of Arts in English, in History, in Counseling Psychology.

The Master of Arts in Education includes specialized programs in the teaching of English, History, Reading, and in Learning Disabilities.

The Master of Arts programs in English and in History are designed to provide the candidates with a comprehensive knowledge of their subject fields and to instruct them in the techniques of scholarly research. Successful candidates ordinarily proceed to faculty appointments in the community college or to doctoral studies at another institution.

The Master of Science in the Teaching of Mathematics is a program offered conjointly by the departments of Education and Mathematics and is designed for both prospective and experienced teachers of Mathematics in secondary education and in community colleges.

The Master of Arts in Counseling Psychology is a specialized program offered by the Department of Education.



COUNSELING SERVICES

A variety of counseling services are conveniently available to all students. The University Chaplain and his assistants provide religious guidance in personal interviews. The deans of the Colleges and Schools and the professors of the student's major department-usually provide for the academic counseling of the students.

The University Counseling Center is complementary to, and supportive of, the total university counseling, guidance and advisement effort. A professional staff of psychologists and guidance specialists is available to aid the students in dealing with academic, occupational planning, and personal-social problems which may confront them as maturing men and women. Counseling and testing procedures are used that are appropriate to the student's needs. The fundamental objective of these services is to enable the student to use his own resources in dealing with the problems he confronts.

STUDENT HOUSING

The University maintains twelve dormitories for undergraduate students living on campus, six for women and six for men. These provide as homelike an atmosphere as possible within the framework of the University's educational requirements.

Dormitory space is open to graduate students only on a space-available basis after undergraduate requirements have been met. Inquiries should be sent to: Director of Housing, University of Santa Clara.

SUMMER SESSION

Graduate-level summer courses in the College of Humanities are offered by the Departments of Education, History, English, and Mathematics.

Institutes and workshops of one to seven weeks duration are presented in education, counseling, writing, mathematics, political and social science. These are of particular value to teachers and graduate students.

Further information may be obtained from the Summer Session Office.

UNIVERSITY ACCREDITATIONS AND MEMBERSHIPS PERTINENT TO THE GRADUATE SCHOOL OF HUMANITIES

Accredited by the Western Association of Schools and Colleges

Member American Council on Education

Member Council of Graduate Schools in the United States

Member Association of American Colleges

Accredited by the California State Board of Education

RIGHTS RESERVED

The curriculum and regulations affecting students may be revised at any time at the discretion of the University administration.

Graduate Programs Admissions Information

GENERAL ADMISSION REQUIREMENTS

Admission to the Graduate Division of the College of Humanities is open to students who hold a bachelor's degree from an accredited institution of higher learning, who have demonstrated superior scholastic aptitude, and who have given evidence of good citizenship and of moral character. All applicants must have had at least a "B" average in their undergraduate work.

A substantial amount of previous graduate work with a 3.00 grade point average will in certain cases compensate for a grade point deficiency in undergraduate work.

A student who has been disqualified in any college or school of the University of Santa Clara is ineligible for admission to the College of Humanities.

Foreign students must demonstrate ability to speak and write English fluently and correctly.

Evidence of good citizenship and moral integrity, if requested, is ordinarily provided by letters of recommendation. Such letters are not required of applicants holding a bachelor's degree from the University of Santa Clara.

Admissions Process

The applicant should file his application form at least three months before the registration day of the term in which he wishes to begin his graduate study. For the fall term, this means by July 1; for the winter term, by October 1; for the spring term, by January 1; for summer session, by March 1.

No action can be taken by the Committee on Admissions until official transcripts of the applicant's previous academic work have been received. Absolutely essential are transcripts from the institutions which awarded the applicant his bachelor's degree and those from institutions in which the applicant has done graduate study. The applicant is responsible for seeing that these transcripts are sent directly to the Office of the Dean of Graduate School of Humanities by the deadlines mentioned above.

Once the application form and transcripts have arrived, the Committee on Admissions will accept or reject the applicant. Notice is sent by mail at once. No specific reasons will be given in the case of rejection and no information will be given by telephone.

Non-matriculated or special students, i.e., those not seeking a degree from the University but wishing to take certain courses in the Graduate School, should file special admission forms in the Office of the Dean at least three weeks before the beginning of the term. A five-dollar service fee will be charged to cover costs of keeping records.

ENTERING NEW COURSES

Students may enter a course for the first time only during the first week of classes of the term.

TRANSFERRAL OF CREDIT

Up to 10 quarter units of graduate credit may be transferred into a degree program at Santa Clara from another accredited institution, provided that they have been taken as graduate work, no less than a B grade was earned, and will fit the requirements of one of the described degree programs.

LEAVE OF ABSENCE OR WITHDRAWAL

When a student withdraws from the University or from a class, he must fill out a Withdrawal Form and report to the Director of the Graduate Division. This cannot be done by mail or by telephone but must be done in person.

A matriculated student who interrupts his course of studies for up to one year should file a leave-of-absence form. He need not re-apply on his return. *Summer session is not considered a "term."*

A matriculated student who interrupts his course of studies for more than one year must withdraw from the University. In order to return, he must file a new application form, but without fee. Such application forms should be filed at least one month before term registration.

Withdrawal and leave-of-absence forms are obtainable in the Office of the Registrar. Students who interrupt their course of studies and fail to file a withdrawal form are liable to be refused re-admission.

Non-matriculated or special students must file forms in the Office of the Dean each and every time they wish to register for a term.

INCOMPLETES

A student's work may be reported incomplete if, due to unavoidable circumstances, some essential portion of his work in the course remains unfinished after the final examination. An incomplete becomes a failure unless the unfinished work is completed to the satisfaction of the instructor within four weeks after the beginning of the next regular term.

GENERAL REQUIREMENTS FOR A GRADUATE DEGREE

The minimum number of graduate quarter-units of credit required for the Master of Arts degree or for the Secondary Credential is 45. Course requirements are described under each program heading in the following pages.

For the Master of Arts degree, for the M.S.T.M. and for the Secondary Credential the candidate must maintain a 3.00 grade point average.

Any student who fails to maintain the required grade point average may be disqualified.

No more than ten quarter-units of credit earned as a non-matriculated student may be applied toward a degree program.

No student will be permitted to carry more than 17 graduate quarter hours in a single term. No student may carry more than 10 quarter hours during the summer session at Santa Clara. Any student carrying less than 10 quarter hours will be considered a part-time student.

All requirements for any degree must be completed within a five-year period.

CHALLENGING COURSES

Under certain conditions, with the approval of the instructor, program director, and dean, students may challenge a course. Credits earned by challenge, however, will not fulfill degree or credential requirements.

MARKING SYSTEM

A student's grade of scholarship is given according to the following marks:

A	Excellent	D	Inferior	P	Pass
B	Good	F	Failure	N/P	No credit
C+	Above Average	I	Incomplete	+	Credit
C	Satisfactory	W	Withdrawal	—	No credit

To determine a numerical average, 4 grade points are assigned for each A, 3 for a B, 2.5 for a C+, 2 for a C, 1 for a D, and 0 for an F. To arrive at the grade-point average, the total earned grade points are divided by the number of courses which have been undertaken. A C average is 2.0.



GRADUATE PROGRAMS DEPARTMENT OF EDUCATION THE TEACHER EDUCATION PROGRAM

Director: Jo Ann Vasquez, M.A., Acting Assistant Professor of Education

Purpose

The Teaching Credential Programs are designed to meet California State Credential requirements for teaching grades K through 12. The University of Santa Clara is accredited by the California State Board of Education to recommend qualified candidates for standard teaching credentials.

Please note the distinction between the *Pre-Service* Teaching Credential Program and the *In-Service* Teaching Credential Program:

The *Pre-Service* program is designed for undergraduate and graduate students who have not had teaching experience nor have completed a course in directed teaching. The student must begin this program in the fall quarter.

The *In-Service* program is typically used by teachers who have already completed their directed teaching or have been employed as teachers for at least two years in private schools so that they qualify for a partially fulfilled credential but need additional graduate work to complete the necessary postgraduate year (45 quarter units beyond the B.A.). Completion of Santa Clara's *In-Service* Teaching Credential Program will assure the student a cleared credential for teaching in grades K through 12 in the State of California.

Since the California Teacher Preparation and Licensing Law of 1970 is in the process of being implemented, prospective *Pre-Service* and *In-Service* program candidates are advised to contact the Director of Teacher Education regarding their respective programs.

Admission Requirements (for Graduate Students)

1. Examination of transcripts to determine if candidate has:
a bachelor's degree from an accredited college.
a teachable major and work in supporting areas
coursework covering the American Constitution
a 3.00 grade-point average in the major and a 2.75 overall.
2. Individual interview by members of the Teacher Education Program Committee and/or experienced teachers in the field, University of Santa Clara professors from the student's major field, etc.
3. A program of studies for each individual student that includes Educational Foundations and Directed Teaching will be formulated in consultation with the Director of Teacher Education.

Deadline for Admission: June 1, for Fall entry.

Pre-Service Program

The Pre-Service program is designed to maximize experience in the schools, and to integrate theory with practice. The program requires enrollment as a full-time student and includes 1) experience in the classroom, 2) foundations core studies, and 3) sup-

portive course work to meet specific needs. Courses required of *all Pre-Service Students*:

ED320, 321, 322

The experiential sequence provides for full-morning observation and participation in classrooms as teacher-aides and student teachers throughout the program, which enables the student to relate theory with practice.

ED250, 251, 252

This foundation sequence draws from the disciplines of philosophy, psychology and curriculum. Attention is focused on topics related to the teaching-learning process.

ED281, 283 or 284

This reading sequence is composed of The Reading Process, and Elementary or Secondary School Reading.

Additional courses will be required according to level of specialization.

Elementary School Specialization:

ED201—Remedial Reading I

ED234—Elementary Curriculum: Language Arts

ED235—Elementary Curriculum: Arithmetic, Social Studies, Science, etc.

ED214—Psychology of the Young Child

ED229—Introduction to Learning Disabilities

ED285—Children's Literature

Secondary School Specialization: (choose one of the following)

ED208, 209, 210, 211, 212, etc.

Specialized curriculum courses in the teaching of English, Mathematics, Spanish, Social Sciences, French, etc., designed for the secondary teacher with those majors.

and

one elective in a supportive academic area.

In-Service Program

A program of studies for each individual student will be formulated in consultation with the Director of Teacher Education. The program *will not* include the educational foundations sequence (ED250, 251, and 252) or the experience sequence (ED320, 321, and 322), but will include sufficient quarter units to total 45 quarter units beyond the B.A. degree. The student may wish to consider applying for admission into one of Santa Clara's M.A. programs.

The program may be completed on a part-time basis as all courses for the In-Service program are offered late afternoon and evenings.

Applications are accepted for admissions during any quarter.

Courses Required for All In-Service Students:

ED200 Psychology of Interpersonal Communications

ED270 Basic Issues in Education

ED214 Psychology of the Young Child

ED215 Psychology of Family and Youth

ED216 Psychology of Individual Behavior

ED217 Social Learning Theory

ED218 Psychology of Development

Select one of these:

214, 215, 216, 217, or 218.

Additional courses to complete a total of 45 quarter units may be selected from the following courses:

Elementary Curriculum

- ED201 Remedial Reading I
- ED234 Elementary Curriculum: Language Arts
- ED235 Elementary Curriculum: Arithmetic, Social Studies, Science, etc.
- ED284 Reading in the Elementary Schools
- ED285 Children's Literature

Secondary Curriculum

- ED208 Curriculum and Instruction in English
- ED209 Curriculum and Instruction in Mathematics
- ED210 Curriculum and Instruction in Spanish
- ED211 Curriculum and Instruction in Social Studies
- ED212 Curriculum and Instruction in French
- ED283 Reading in the Secondary Schools
- ED286 Adolescent Literature

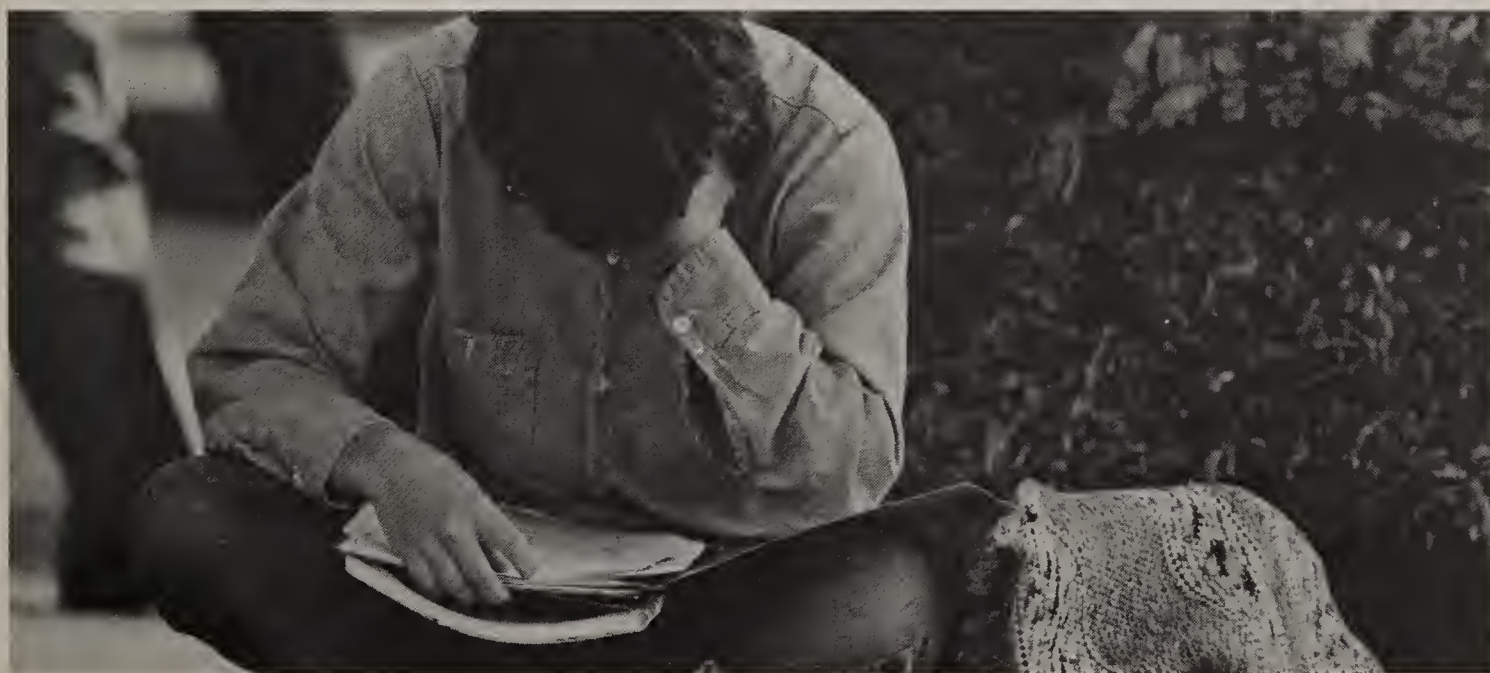
Foundations of Education

- ED108 History of Education
- ED112 Education in an Era of Change
- ED119 Psychology of Education
- ED271 Schools in American Society

Additional Courses

- ED214 Psychology of the Young Child
- ED215 Psychology of Family and Youth
- ED216 Psychology of Individual Behavior
- ED217 Social Learning Theory
- ED218 Psychology of Human Development
- ED220 Research Methodology
- ED226 Principles and Procedures of Guidance
- ED229 Introduction to Learning Disabilities

Any upper division work in academic areas.



THE MASTER OF ARTS IN EDUCATION

The Master of Arts in Education is a professional degree in Learning Disabilities, Reading, and in the teaching of English and History. The Master of Science degree in the Teaching of Mathematics is an equivalent degree in the teaching of secondary school mathematics.

The M.A. in Education degree specializing in Learning Disabilities is designed to develop specialized competencies for regular classroom teachers of all grade levels, as well as preparing teachers who function in specialized, low enrollment learning disabilities classrooms.

The M.A. in Education degree specializing in Reading is designed to aid teachers who wish to become a California State Reading Specialist as well as those who intend to be reading consultants and to administer reading clinics in school districts. The degree is recommended for the professional growth of both elementary and secondary school teachers.

For the prospective teacher in secondary schools, the Master's degree program is intended to meet California State teaching requirements and to include additional course work in the teaching major. As a graduate program for teachers who already hold the State credential, the Master's Degree in Education provides a concentration in the candidate's teaching field and a specified core of graduate courses in professional education.

Specific requirements and prerequisites in each program within the Master of Arts in Education degree are listed below.

English

Director: George J. Sullwold, Ph.D., Associate Professor of English

Prerequisites

An Undergraduate English major or at least 30 quarter hours of credit in upper-division English courses, including courses in Chaucer, Shakespeare, American literature, and period surveys in English literature; a state secondary teaching credential; the equivalent of *two* years of full-time teaching or 60 quarter hours of graduate work (15 quarter hours beyond the 45 quarter hour minimum for the M.A.); a 3.00 g.p.a. in all upper-division work.

Requirements

1) A minimum of 25 quarter units of graduate credit in English beyond the normal requirements for the undergraduate major in English. Three of the five-unit courses must be graduate courses (200's); the other two may be upper-division undergraduate courses (100's). Required are: English 104 or 105 or 106 or 202; 101 or 102 or 103; 173 or 174; and any two other graduate seminars. Students may transfer up to 10 quarter hours of graduate work into the program. Candidates who wish to apply for a Community College Credential must take two more graduate seminars in English and one more upper-division course in English in order to exceed the state requirement (36 qtr. hrs.—a minimum of 18 hrs. in graduate seminars and no more than 18 hrs. in upper-division courses).

2) *Education Requirements:* 12 quarter hours, including ED200: Psychology of Interpersonal Communications, ED270: Basic Issues in Education, and one of the following:

- ED214 Psychology of the Young Child (3)
- ED215 Psychology of Family and Youth (3)
- ED216 Psychology of Individual Behavior (3)
- ED217 Social Learning Theory (3)
- ED218 Psychology of Development (3)

The remaining three-quarter units may be elected from any 200 graduate-level courses in Education.

History

Director: Miles M. Merwin, Ph.D., Assistant Professor of History

Prerequisites

A state secondary teaching credential; a bachelor's degree with a major in History or 30 upper division quarter units in History; two year's experience of full-time teaching or equivalent.

Requirements

1) *History:* A minimum of 25 units beyond the normal requirements for the undergraduate major. Fifteen of these twenty-five must be in graduate courses (200's); the remaining ten may be in upper division. Those seeking community college credentials must also take two additional 200 level courses and one additional 100 level course. Up to ten units of graduate work in History may be transferred into the program.

2) *Education:* Required are ED200: Psychology of Interpersonal Communications, and ED270: Basic Issues in Education, plus one of the following: ED214: Psychology of the Young Child; ED215: Psychology of Family and Youth; ED216: Psychology of Individual Behavior; ED217: Social Learning Theory; ED218: Psychology of Development. The remaining 3 units necessary to complete the Education requirement may be selected from any of the graduate courses (200's) in Education.

Learning Disabilities

Acting Director: Kenneth E. Blaker, Ph.D., Associate Professor of Education

Prerequisite

State teaching credential.

Requirements

Forty-five to sixty quarter units beyond the credential, depending upon prior experience and/or graduate study.

Required courses:

- ED200 Psychology of Interpersonal Communications
- ED201 Remedial Reading I
- ED281 The Reading Process
- ED217 Social Learning Theory
- ED307 Measurements for Guidance
- ED270 Basic Issues in Education
- ED229 Introduction to Learning Disabilities

- ED231 Assessment of Learning Disabilities
- ED232 Prescription for Learning Disabilities
- ED332 Practicum: Learning Disabilities

Electives chosen in consultation with the program Director complete the program contract. Electives are selected from courses available in the areas of learning disabilities, counseling, reading, psychology, research methods, and curriculum.

Reading

Director: Iris M. Tiedt, Ph.D., Assistant Professor of Education

Prerequisites

A state teaching credential.

Requirements

Forty-five units including the following required courses in the professional sequence: English 101: Introduction to Linguistics; Education 201: Remedial Reading I; 202: Remedial Reading II; 220: Research Methodology; 281: Reading Process; 283: Reading in the Secondary School or 284: Reading in the Elementary School; 285: Children's Literature or 286: Adolescent Literature; 288: Research in Reading.

Required in the foundations sequence are the following 6 units: Education 200: Psychology of Interpersonal Communications, and 270: Basic Issues in Education.

Electives are chosen from graduate-level courses in Education, including ED310: Independent Study, and ED399: Master's Thesis.

Variations in the program which seem appropriate for an individual's mastery of the teaching of reading may be proposed to the Director.

THE MASTER OF ARTS IN COUNSELING PSYCHOLOGY

Director: William W. Yabroff, Ph.D., Associate Professor of Education

For the prospective counselor, the Master of Arts Degree in Counseling provides training for those who wish to counsel in public schools, or in other institutional settings where the Master's degree is part of their professional preparation. For those who wish to counsel at the elementary, secondary, or junior college level in public schools, the program is designed to meet requirements for the State Credential in Pupil Personnel Services.

Prerequisites

The graduate program in counselor training is designed for those whose experience and background provide an adequate context for the application of concepts and skills toward the development of the helping relationship. Candidates will be evaluated in the light of their background and experience as well as previous academic performance. Acceptance will be determined by the faculty in the Counselor Education program. The graduate program is primarily designed for the working professional. Courses are offered in the late afternoon and evenings. Students are encouraged

either to continue in their present employment positions during the day or to find working situations where some application of counseling skills is possible. Preference will be given to those candidates whose working milieu provides such application.

Requirements

Candidates for the Master's degree and/or the Pupil Personnel Services Credential are required to complete a minimum of 45 quarter units. If the candidate's background in psychological foundations is weak, or if adequate work experience is lacking, additional units up to 60 will be required. Courses are selected by the student and advisor with the ultimate professional goal of the student in mind.

Candidates whose professional goals include counseling in the public school setting will find listed below the required courses to be included in the training program leading to the *Standard Designated Services Credential in Pupil Personal Services*. Candidates wishing the Master's degree only as a step in preparing for counseling in the related areas, such as probation, pastoral counseling, employment counseling, marriage and family counseling, etc., will also find those courses to be included in the Master's degree program.

Course Areas	<i>For M.A. & State School Counselor Credential Required Courses</i>	<i>For M.A. only Required Courses</i>
Interpersonal Communications ED200, 219, 227	3	3
Individual Behavior ED214, 215, 216, 217, 218, 300, 311, 312	ED300 + 1	1
Community and School ED226, 270, 271, 349, 355	ED226 + 1	—
Research and Evaluation ED220, 307	ED307	ED220
Special Learning Problems ED201, 229, 281	ED229	ED229
Social and Philosophical Foundations ED270, 271	ED270	—
Supervised Field Experience ED330, 331	1	1

A grade-point average of 3.00 (B or better) is required in the Interpersonal Communication course area irrespective of grades earned in other courses. Students falling below a B in this area will be disqualified from the program. A 3.00 (B or better) grade-point average is required in all other course areas. Students falling below this average will be placed on probation with the understanding that the deficiency will be compensated for within the following two quarters, in which event the student will be allowed to continue in the program.

Sequencing of Courses

Ed 200: Psychology of Interpersonal Communications, and Ed 226: Principles and Procedures of Guidance, (for school counselors) should be taken at the beginning of

this program. The practicums, Ed 330 and 331, should not be taken until the student has completed sufficient course work and/or has had a background of qualifying experiences to make the practicum a meaningful undertaking. For the sequencing of courses and program planning, the student should consult with his advisor.

MASTER OF SCIENCE IN TEACHING MATHEMATICS

Director: David E. Logothetti, Ph.D., Assistant Professor of Mathematics

Prerequisites

An undergraduate major in Mathematics or a substantial minor (an elementary calculus sequence plus at least two upper division mathematics courses).

Requirements

1) Mathematics: 35 quarter units of approved upper division or graduate Mathematics courses, including 172: Problem Solving; 270-271: Advanced Topics for Secondary Teachers; and 290: Thesis.

2) Education: Ten quarter units, including ED-209 Curriculum & Instruction in Mathematics (5 units). *Prospective* teachers would normally select these units from ED-108 History of Education, ED-112 Education in an Era of Change, ED-119 Psychology of Education, ED-321 and ED-322 Directed Teaching, or ED-325 Internship Seminar. *Credentialed* teachers, on the other hand, would select from ED-214, 215, 216, 217, 218 or 270 or any other upper division or graduate course.

3) Special provision will be made for students in the N.S.F. Summer Institute.

MASTER OF ARTS IN ENGLISH

Director: George J. Sullwold, Ph.D., Chairman, Department of English

Prerequisites

An undergraduate major in English or at least 30 quarter units of upper division courses in English and American literature, including courses in Chaucer, Shakespeare, period surveys, and literary criticism or theory.

Requirements

1) Courses: 45 quarter units of credit in English beyond the requirements for the undergraduate major. Twenty-five of these units must be in graduate courses or seminars (200's); the remaining 20 may be in upper division undergraduate courses (100's).

2) Language: The candidate must pass a written examination to demonstrate his reading knowledge of either French or German.

3) Examinations: He must pass a comprehensive examination in two periods of specialization. The titles he must prepare for the examination are given on the Graduate Reading List, copies of which are obtainable in the Office of the Director.

3) Thesis: All candidates for the Master of Arts in English must submit an acceptable thesis which may count as either 5 or 10 units of course work.



THE MASTER OF ARTS IN HISTORY

Director: Timothy J. O'Keefe, Ph.D., Chairman, Department of History

Prerequisites

An undergraduate major in History or its equivalent.

Requirements

1. Courses: 45 quarter units of graduate credit in History beyond the normal requirements for the undergraduate major. Twenty-five of these units must be taken in graduate courses (200s); the remaining 20 may be taken in upper division courses (100s).

2. Language: The candidate must pass a written examination to demonstrate his reading knowledge of either French or German, or the language of the area of specialization.

3. Examinations: The candidate must pass a written comprehensive examination.

4. Thesis: All candidates may choose to present a thesis rather than take the comprehensive examination. The thesis must be accepted by the Department and defended by the candidate. History 300 (thesis) may be substituted for 5 or 10 units of graduate course work.

Financial Information

TUITION AND FEES

Application Charge\$ 20.00

This charge is to be sent with each application form and is not refundable.

Registration Fee 5.00

This fee is payable each quarter of registration regardless of the number of units for which the student is registered. The fee is not refundable.

Tuition, per graduate quarter unit 42.00

Tuition, per undergraduate term course 210.00

Graduation fee for those receiving the Master's Degree 25.00

Graduation fee for those receiving the teaching credential 15.00

Refund of Tuition

Any student withdrawing during the first week of the term; i.e., seven days after the first scheduled class meeting, will receive a refund of one-half of the tuition. No other refunds will be authorized. The date on which written notice of withdrawal is received by the Dean of the School of Humanities will determine the refund, not the date of last attendance by the student.

No refunds will be made by virtue of curtailment of services brought about as a result of strikes, acts of God, civil insurrection, riots or the threat thereof, or other causes beyond the control of the University.



FINANCIAL AIDS

Financial assistance at the University of Santa Clara is awarded on the basis of demonstrated leadership and character, superior academic record, and financial need. Assistance generally is categorized as scholarships, loans, deferred payment plans and jobs.

Loans

Because scholarships and grants are limited, many students applying for aid find the most advantageous method of financing their education through a loan program. Among those available to students of the Graduate School of Humanities are the National Defense Student Loan program, United Student Aid Funds Inc., and Federally Insured Loans. Application forms and further information may be obtained from the Office of Financial Aids, University of Santa Clara.

Scholarships and Fellowships

California State Graduate Fellowships. California residents who have need of monetary assistance and who intend to teach in higher education are eligible. These scholarships pay tuition and mandatory fees.

Edwin J. Brown Fellowship. A perpetual fellowship provided by a gift from Edwin J. Brown, Professor Emeritus of Education. This fellowship provides full tuition and cash proceeds from the endowment. It is awarded annually to a male, full-time graduate student in the Teaching Credential program.

Qualifications: Besides the conditions laid down by the donors, all scholarships administered by the University are subject to the following conditions:

1. In selecting students for scholarship benefits, evidence of financial need is required. From the applicants who satisfy this requirement, preference will be given to students with higher scholastic attainments.
2. A student who holds a scholarship must file a petition for renewal each year. Petitions for new or renewed scholarships by students already in attendance at the University must be submitted before January 15.
3. Scholarships may be cancelled at any time for serious infractions of the rules and regulations of the University.
4. As a general rule, undergraduate applicants receive priority considerations for the different financial aids for which both graduate and undergraduate students are eligible to apply.

Assistantships and Internships

1. Teaching assistantships are available to a limited number of candidates for the Master of Arts in English. The teaching assistant instructs in Freshman English and receives in return remission of tuition and an annual stipend of \$2,000. Application must be made directly to the Chairman of the Department of English, after acceptance in the Graduate School, by March 15.

2. Internships are available to candidates for the Master of Science in the Teaching of Mathematics. Apply to the director.

3. Internships that are district-initiated are possible. All arrangements, including working hours and courses of study, are planned in consultation with representatives from the Department of Education and from the employing school district. Contact the Chairman of the Department of Education.

Veterans and Veterans' Dependents Assistance

The University of Santa Clara is listed by the Veterans Administration as qualified to receive students under Chapter 34 (veterans), Chapter 35 (veterans' dependents—son or daughter with parent deceased or 100% disabled; widow of any person who died in the service or died of a service connected disability, or the wife of a veteran with a 100% service-connected disability) and Chapter 31 (rehabilitation). Those interested in attending under any of these chapters should contact the Veterans Administration Office in their locality to determine eligibility for benefits.

The State of California provides a program for children of veterans who are deceased or disabled from service-connected causes. Application should be made to the California Department of Veterans Affairs, 350 McAllister Street, San Francisco, Ca 94102.

Information regarding these programs may be obtained from the University of Santa Clara veterans' counselor located in the Registrar's Office, Della Walsh Hall.

Courses

EDUCATION

Graduate Courses

200. PSYCHOLOGY OF INTERPERSONAL COMMUNICATIONS (3)

The theory and process of interpersonal communication with laboratory training in the skills of effective listening, sending and confrontation, group discussion techniques, problem-solving and conflict resolution. The application of skills is relevant to the settings of the family, the classroom, personal counseling, or other settings where leadership is enhanced by open communication and good interpersonal relationships.

201. REMEDIAL READING I (3)

A course designed to provide a useful framework for sequential objective instruction, related assessment, and prescriptive teaching procedures. An understanding of the conditions of learning as they apply to learning in general and reading specifically and consideration of learning disabilities in reading.

202. REMEDIAL READING II (3)

Laboratory experience and experimentation in the remediation of reading difficulties. 201 or permission of instructor is prerequisite.

208. CURRICULUM AND INSTRUCTION IN ENGLISH (3)

Techniques of selecting and organizing secondary curricula of instructing pupils, of using instructional materials, including audio-visual aids, and of evaluating pupil learning.

209. CURRICULUM AND INSTRUCTION IN MATHEMATICS (3)

Analysis of goals and objectives in secondary mathematics education, with emphasis on behavioral objectives. Study of relevant methods, materials and evaluation.

210. CURRICULUM AND INSTRUCTION IN SPANISH (3)

Analysis of Spanish program in secondary curricula; teaching materials, methods, including audio-visual aids, tests, and evaluation. Application of communication and technical devices for selection and evaluation of instructional materials.

211. CURRICULUM AND INSTRUCTION IN SOCIAL STUDIES (3)

Analysis of Social Studies program in secondary curricula; teaching materials, methods, including audio-visual aids, tests, and evaluation. Application of communication and technical devices for selection and evaluation of instructional materials.

212. CURRICULUM AND INSTRUCTION IN FRENCH (3)

Analysis of French program in secondary curricula; methods, teaching materials including audio-visual aids, tests, and evaluation. Application of communications and technical devices for selection and evaluation of instructional materials.

214. PSYCHOLOGY OF THE YOUNG CHILD (3)

Examination of the basic theoretical formulations relating to child development from infancy through middle childhood. Practical implications for parents and teachers.

215. PSYCHOLOGY OF FAMILY AND YOUTH (3)

The discovery and treatment of emotionally and socially maladjusted children: A study of the home, the school, and the community in relation to children's mental health. Opportunity for observing family counseling techniques which apply the principles based upon ideas contributed by Alfred Adler and Rudolf Dreikurs.

216. PSYCHOLOGY OF INDIVIDUAL BEHAVIOR (3)

The exploration of the personal and trans-personal domain using the theory and techniques of psychosynthesis. Focus will be on the understanding and awareness of the inner dialogue, using symbols and images to promote personality integration. Concepts and test results from the field of Jungian typology will also be utilized.

217. SOCIAL LEARNING THEORY (3)

Critical examination and evaluation of learning theories in educational and counseling psychology. Applications of these learning theories to behavioral control and analyses in the classroom and home.

218. PSYCHOLOGY OF HUMAN DEVELOPMENT (3)

Survey of developmental theory, the principal changes in human behavior from birth to maturity. Problems of social, vocational, and family adjustment.

219. GROUP PSYCHOLOGY (3)

An intensive laboratory training course in small group dynamics. Techniques of small group leadership are supplemented by experience in group participation. Enrollment limited. ED 200 is a prerequisite.

220. RESEARCH METHODOLOGY (3)

Concepts of research. Analysis of the role of research in teaching and counseling. Reading and interpreting research literature. The design, execution, and reporting of research relating to teaching and counseling. Enrollment limited.

226. PRINCIPLES AND PROCEDURES IN GUIDANCE (3)

An introduction to the study of pupil personnel services, concepts, and procedures. Staff roles and functions, community resources, professional ethics,

and legal aspects. Use of data processing in education, particularly in pupil personnel services.

227. COUNSELING PROCESS AND PROBLEMS (3)

An advanced interpersonal communications course with intensive laboratory training in the skills of personal counseling. Techniques from Transactional Analysis, Gestalt therapy, Client-Centered therapy and Behavior therapy will be applied. Students will gain experience both as a counselor and a client through weekly counseling sessions throughout the quarter. The course is designed for those interested in the field of professional counseling. ED 200 is prerequisite.

229. INTRODUCTION TO LEARNING DISABILITIES (3)

Introduction to the nature and needs of individuals who have learning disabilities, including a consideration of the various modes or styles of learning.

231. ASSESSMENT OF LEARNING DISABILITIES (3)

Concentration on the techniques of diagnosing and analyzing various forms of learning disabilities. Emphasis will be on analyzing motor and cognitive skills from a space-oriented approach to learning.

232. PRESCRIPTION FOR LEARNING DISABILITIES (3)

Experience and experimentation with instructional strategies that are useful in helping individuals with learning disabilities. General curriculum development for learning disability programs, as well as specific techniques for instruction, will be considered.

234. CURRICULUM IN ELEMENTARY SCHOOLS: LANGUAGE ARTS (3)

Provides an overall view of content taught in elementary school language arts. Emphasis is placed on instructional strategies and the books and materials used in the elementary classroom.

235. ELEMENTARY CURRICULUM: ARITHMETIC, SOCIAL STUDIES, SCIENCE, ETC. (3)

Survey of the subject matter taught in the elementary school, with the exception of language arts (see ED 234). Students are actively engaged in examining and working with instructional strategies, books, and materials related to elementary curriculum.

250. FOUNDATIONS OF EDUCATION I (5)

The first of three courses stressing the theoretical bases of education. Designed to develop a carefully considered point of view toward teaching and learning. Value questions which relate to psychology and curriculum are considered.

251. FOUNDATIONS OF EDUCATION II (5)

This second of three courses focuses on curriculum design, implementation, and evaluation at the elementary and secondary levels. Students are given an

opportunity to pursue their special interests related to such problems as the core curriculum, psychology of curriculum, subject- vs. student-centered approaches, and recent trends in the field.

252. FOUNDATIONS OF EDUCATION III (5)

The third of the three course sequence concentrates on the applications of psychology to the educational process. Consideration of standardized and teacher constructed tests is also included.

270. BASIC ISSUES IN EDUCATION (3)

The theory and practice of thinking critically about issues in present day education. Select issues in teaching and counseling are analyzed which reflect underlying value changes within the school.

271. SCHOOL IN AMERICAN SOCIETY (3)

A study of the school in relation to particular critical problems in American society. Current crises in human image, authority, social direction and others are examined and their implications for educational decision-making are analyzed. For the graduate student with a background in social foundations.

281. THE READING PROCESS (3)

A study of linguistic concepts uniting reading and the other language arts with particular attention to the phoneme-grapheme relationship and the encoding-decoding processes.

283. READING IN THE SECONDARY SCHOOLS (3)

Exploration of the possibilities for teaching reading in the junior and senior high schools and for aiding students with reading problems in content areas.

284. READING IN THE ELEMENTARY SCHOOLS (3)

A study of approaches, methods, and practices in elementary school reading instruction. Examination of instructional materials and experiences in curriculum development.

285. CHILDREN'S LITERATURE (3)

Exploration of literature written for children; history and development of literature for children—author's, illustrators, and various genres; investigation of strategies for teaching literature as part of the English program; use of varied media and methods of presentation.

286. ADOLESCENT LITERATURE (3)

Emphasis on types of literature, analysis of literary qualities, selection and presentation of literature written for adolescents.

288. RESEARCH IN READING (3)

Designed to provide an exploration into the major contributions to the field of Reading. Emphasis will be placed upon an analysis of current reading practices and trends, and techniques for conducting reading research.

300. PSYCHOLOGY OF CAREER DEVELOPMENT (3)

An examination of vocational and educational guidance theories across the age span and the relationship of career development theory to vocational counseling in various settings (schools, clinics, rehabilitation, etc.). Techniques for assisting the client in effective use of educational and occupational information in decision-making.

307. MEASUREMENT FOR GUIDANCE (3)

Theory and practice of standardized testing procedures; the applications and limitations of standardized tests; techniques of administering group tests. 221 or its equivalent is recommended prior to enrollment.

310. INDEPENDENT STUDY (1-5)

Supervised research initiated by the student, reading and experiences in special areas of education. Obtain the necessary forms from the Education Department and complete them *prior to registration*.

311. THE PSYCHOLOGY OF MARRIAGE COUNSELING (3)

Focus will be on marriage as a changing institution, current problems and stresses in the marriage relationship, techniques in marriage and pre-marital counseling, the developmental stages in the marriage relationship, and the dynamics of marital interaction. The course is designed for students whose goals include professional counseling.

312. COUNSELING FOR CONTEMPORARY PROBLEMS (3)

Counseling approaches to special crisis problems such as drug and alcohol addiction, abortion, and similar high risk activity where short term, immediate intervention is required. An understanding of the nature of high risk values and of methods of dealing with clients caught in these dilemmas will be discussed.

320. INTRODUCTION TO TEACHING (5)

Designed to introduce the Teacher Credential candidate to curriculum and instruction in the public schools at all levels. Morning practicums are combined with weekly seminars in which students have an opportunity to discuss problems and issues in public education. Prerequisite: Admission to the Teacher Credential Program.

321. DIRECTED TEACHING I (winter quarter) (5)

Directed teaching under the supervision of an experienced resident teacher in the public schools. Students are assigned to specific teaching positions in the

morning while taking coursework in the afternoon, thereby facilitating the interrelating of theory and practice. Prerequisite: 320.

322. DIRECTED TEACHING II (spring quarter) (5)

Continuation of 321.

325. INTERNSHIP SEMINAR (5)

Responsibility for teaching at least two classes for a school year. Supervision by educational staff and the local school. Seminar discussion of selected teacher problems.

330. COUNSELING PRACTICUM: IN SCHOOL (3-3)

Field experience which includes supervised experiences in educational, vocational, and personal guidance. Use of counseling procedures for the age level at which the student is preparing to counsel. *Two consecutive quarter terms are required. By permission only.*

331. COUNSELING PRACTICUM: AGENCY (1 to 3)

Field experience which includes supervised counseling experiences in community services such as juvenile probation, mental health, marriage and family counseling, community colleges, etc. Designed to come in the second half of the counseling program after completion of the counseling core. By permission only.

349. COUNSELING FOR COLLEGE (3)

Survey to familiarize high school and junior college counselors with research on college environments and practices for assisting students in college selection.

355. THE LAW, YOUTH, AND EDUCATION (3)

Survey of basic legal principles that affect decisions about education and youth. Presentation and description of illustrative cases.

399. THESIS (3-6)

Thesis is optional and is usually selected by those individuals who are preparing for doctoral studies. The thesis is to be concerned with a recognized problem in the particular field of specialization of the advanced student. It should make a scholarly contribution to the extant body of knowledge in this area, and provide a review of principal sources. Format will be according to the American Psychological Association's format. Supervision and review of the thesis will be provided by faculty member(s) designated by the Chairman of the Education Department.

ENGLISH

100. OLD ENGLISH

101. INTRODUCTION TO LINGUISTICS

102. MODERN GRAMMAR

Prerequisite: 101 or equivalent.

103. THE ENGLISH LANGUAGE

History of origins and development of English as written and spoken in England and America.

104. CRITICISM AND DRAMA

Classical and Neo-classical criticism, especially as it applies to drama. Significant critical works will be read in conjunction with representative plays.

105. CRITICISM AND POETRY

Important criticism and theories from 1798 to the present. Poems will be studied in light of the critical theories.

106. CRITICISM AND FICTION

The theory and criticism of fiction from Flaubert and James to the present time. Representative works of fiction will be studied along with the critical theories.

107. ENGLISH PROSE STYLE

110. CLASSICAL DRAMA

A study of selected Greek and Roman plays in translation.

111. CONTINENTAL DRAMA

A study of selected French, German, Italian, and Spanish plays of the 17th and 18th centuries in translation.

112. MODERN DRAMA

A study of selected European and American plays of the late 19th and 20th centuries in translation.

113. ENGLISH DRAMA I

The history of the drama in England from the beginning to 1660. Emphasis on Elizabethan and Jacobean dramas. Alternate years.

114. ENGLISH DRAMA II

History of the drama in England from 1660 to 1900. Offered by Theatre Arts Department.

- 115. ENGLISH DRAMA III**
History of the drama in England from 1900 to the present. Offered by the Theatre Arts Department.
- 116. SHAKESPEARE'S TRAGEDIES**
Intensive study of Shakespeare's major tragedies.
- 117. SHAKESPEARE'S COMEDIES**
Intensive study of Shakespeare's major festive and problem comedies.
- 118. SHAKESPEARE'S HISTORIES AND SONNETS**
An intensive study of the *Richard II-to-Henry V* cycle of chronicle plays, and a study of the sonnets.
- 119. AMERICAN DRAMA**
A history of American drama from its beginnings in 1767 to the present.
- 120. THE NEO-CLASSICAL PERIOD**
A study of the non-dramatic literature of England from 1660 to 1798.
- 121. THE ROMANTIC PERIOD**
A study of the non-dramatic literature of England from 1798 to 1832. Emphasis on poetry.
- 122. THE VICTORIAN PERIOD**
A study of the nondramatic literature of Britain from 1832 to approximately 1900.
- 124. THE ENGLISH NOVEL I**
A study of the English novel during the 18th Century.
- 125. THE ENGLISH NOVEL II**
A study of the novel in England during the 19th Century.
- 126. THE AMERICAN NOVEL**
A study of the development of the novel in America from Cooper to Faulkner. Winter term.
- 127. THE MODERN NOVEL**
Readings of selected major works of modern English, American, and Continental novelists.
- 130. MAJOR AMERICAN WRITERS I**
A study of American authors up to 1865.

- 131. MAJOR AMERICAN WRITERS II**
A study of American authors from 1865 to the present.
- 144. COMPARATIVE LITERATURE I**
A study of classical forms, themes, and stylistic devices and their specific influence and effect on English literature. Alternate years.
- 145. COMPARATIVE LITERATURE II**
A study of the major forms and themes of modern Continental literature and their influence on English literature.
- 152. CHAUCER I**
A study in Middle English of the major works of Geoffrey Chaucer, with emphasis on Chaucer's language and sources.
- 153. CHAUCER II**
A study in Middle English of the major works of Geoffrey Chaucer, with emphasis on his language and sources. Either 152 or 153 will satisfy major requirement.
- 155. THE MEDIEVAL PERIOD**
A study in translation of the major movements in English literature from the Norman Conquest to 1485.
- 156. THE RENAISSANCE**
A study of the non-dramatic literature of England from 1485 to 1603.
- 157. THE SEVENTEENTH CENTURY**
A study of the non-dramatic literature of England from 1603 to 1660.
- 158. MILTON**
A study of the major works, with emphasis on *Paradise Lost*.
- 160. MODERN ENGLISH LITERATURE**
A study of the non-dramatic literature of England from 1900 to the present.
- 165. CONTEMPORARY LITERATURE**
A study of contemporary fiction, poetry, and criticism.

174. ADVANCED COMPOSITION

A course designed primarily for prospective teachers. Practice in writing combined with discussion of the problems of writing and the teaching of writing.

199. DIRECTED READING

Under very special circumstances a student may arrange with a professor for a course in directed reading. Under no circumstances may directed reading be taken in a subject that is offered in a regularly scheduled course available to the student. Permission of chairman required.

Graduate Courses

200. OLD ENGLISH (5)

201. SEMINAR IN POETRY (5)

202. SEMINAR IN CRITICISM (5)

203. SEMINAR IN DRAMA (5)

204. SEMINAR IN FICTION (5)

205. SEMINAR IN SATIRE (5)

210. ADVANCED LINGUISTICS (5)

212. MIDDLE ENGLISH (5)

216. SEMINAR IN SHAKESPEARE (5)

220. SEMINAR IN NEO-CLASSICAL LITERATURE (5)

221. SEMINAR IN ROMANTIC LITERATURE (5)

222. SEMINAR IN VICTORIAN LITERATURE (5)

230. SEMINAR IN AMERICAN LITERATURE (5)

244. SEMINAR IN COMPARATIVE LITERATURE (5)

252. SEMINAR IN CHAUCER (5)

255. SEMINAR IN MEDIEVAL LITERATURE (5)

256. SEMINAR IN RENAISSANCE LITERATURE (5)

260. SEMINAR IN MODERN LITERATURE (5)

299. DIRECTED RESEARCH (5)

Permission of instructor and chairman required.

300. THESIS (5-10)

Thesis may be taken for 5 or 10 units which may be applied to course requirements. Students may register for English 300 only after a thesis supervisor has been appointed.



HISTORY

100. PRO-SEMINAR IN THE THEORY AND PRACTICE OF HISTORY

Restricted to history majors. Practical and theoretical problems of the historian. A critical study of historical writing in a specific area of history. Research and composition are emphasized.

108. WOMEN IN WESTERN SOCIETY

A survey of the role of women in European and American history emphasizing changing attitudes toward women, and the struggle for political, legal and economic equality.

122. THE MIDDLE AGES*

Europe from the end of the ancient world to the eve of the era of discoveries. The development of European societies and institutions; the feudal system, the monarchies, the church and the towns. The advancing of the frontiers of Europe.

123. TOPICS IN EARLY MODERN EUROPE*

A course treating some specific aspect of European history from the fourteenth through the eighteenth centuries. Topics might include: The Italian Renaissance, The Diplomacy of the Old Regime, Calvinism, the Counter Reformation and Revolution.

124. SPAIN

Medieval origins of the Spanish kingdoms and the development of Spanish society. The age of discovery and the Siglo de Oro. European power and overseas empire. Crises of the nineteenth and twentieth centuries.

*Not offered in 1973-74.

125. FRANCE IN THE ANCIENT REGIME

A historical study of the development of French society, institutions, thought and culture from the mid-fifteenth century to 1789; and the political and cultural relations of France with the rest of Europe in these years.

126. FRANCE, 1770 TO THE PRESENT

The causes, course and consequence of the Revolution and the Napoleonic period. The struggle between the monarchical and the republican traditions. The political and cultural role of France during the twentieth century.

127. FRANCE, 1871-1970

Republican France during the age of materialism, la belle époque, and World War I; contemporary France during the inter bellum period, World War II, and the Fifth Republic.

128, 129. GERMANY

A history of the social, economic, political, and cultural development of the German nation. 128, Germany from 1640 to 1890; 129, Germany from 1890 to the present.

130. HISTORY OF IRELAND

A study of Irish history since the Reformation emphasizing the conflict between the Protestant Ascendancy and the Catholic population. The successive struggles for home rule and an independent republic. The modern division of Ireland.

131, 132. ENGLAND*

The growth of the English state and constitution. The continental ambitions of England during the Middle Ages. The Tudors and the English reformation. The constitutional struggle under the Stuart monarchs. The development of the modern English government emphasizing the political reforms of the nineteenth century. Britain's role in the modern world.

133. BRITISH COMMONWEALTH*

A study of developments in the British Empire in modern times. The rise of the free dominions and the emergence of autonomous states within that system.

135. HISTORY OF RUSSIA

From the establishment of the Kievan state through the reign of Elizabeth (1762). Concentration upon Muscovite Russia, Peter, and the era of palace revolutions.

136. HISTORY OF RUSSIA

From Peter III's reign (1762) to the fall of the Russian monarchy in 1917. Nineteenth century radicalism, political thought, and culture stressed.

*Not offered in 1973-74.

137. HISTORY OF USSR

The evolution of the modern Soviet State from the Bolshevik revolution, to the deposition of Khrushchev. Emphasis on the causes of the Bolshevik revolution, the emergence of USSR as a world power, and Soviet foreign policy.

138. HABSBURG AND EAST CENTRAL EUROPEAN HISTORY

Emergence of the medieval kingdoms of Poland, Hungary, and Bohemia. The rise of the House of Austria. Social and institutional patterns, problems of modernization and reform. Growth of nationalism and the dissolution of the Habsburg Empire.

139. EAST-CENTRAL EUROPE 20TH CENTURY*

East-Central Europe from the Treaty of Versailles through the present day. Emphasis on social and institutional patterns in the inter-war period and on the emergence and nature of the post-World War II socialist regimes in Poland, Yugoslavia, Rumania, Bulgaria, and Czechoslovakia.

141. 19TH CENTURY EUROPEAN NATIONALISM*

Selected topics in 19th century European history, emphasizing nationalist expansion during the age of Metternich, the creation of Germany and Italy, the late 19th century imperial rivalries.

142. THE AGE OF TOTALITARIAN STATES*

Selected topics in 20th century European history emphasizing Fascist and Communist relations with the democratic nations.

144. EUROPEAN DIPLOMATIC HISTORY

A study of the relations of the major European powers since 1870, with emphasis on the economic, political and social forces which influenced these relations.

146. EUROPEAN INTELLECTUAL HISTORY

A study of the main currents of European thought during the period of the Enlightenment of the French Revolution.

147, 148. EUROPEAN INTELLECTUAL HISTORY

A study of the main currents of European thought during the period of the Enlightenment and the French Revolution. Hegel, Marx, liberalism, traditionalism, and imperialism; socialism and revolutionary movements of the 20th century.

150. ORIGINS AND DEVELOPMENT OF ISLAM

The Prophethood of Muhammed and the Muslim Revolution. The Islamic conquests and formation of Muslim Institutions. The development of philosophy, law and art during the "golden age" of Islam. The fragmentation of the Muslim empire; the rise of Turkish power; the Crusades.

*Not offered in 1973-74.

151. OTTOMAN AND BALKAN HISTORY

Rise of the Ottoman dynasty, conquests of Anatolia, the Balkans and the Eastern Mediterranean. Development of the Ottoman social and political institutions. Causes of decline and reforms during the 19th century. Rise of Balkan nationalism and the disintegration of the Empire.

152. MODERN MIDDLE EAST AND NORTH AFRICA

European Imperialism and the development of Arab Nationalism. Problems of economic development, political stability and military conflict.

153,* 154,* 155. AFRICA

Africa to 1600; Africa 1600-1850; Africa after 1850. These three courses are designated to offer a basic and intensive historical survey of African cultural institutions, and social and political forces.

156. MODERN JAPAN

Demise of the Tokugawas. Meiji restoration and enlightenment. The liberal movement. Socio-economic transformations. Continental expansion. The democratic experiment. Meiji-Taisho social movements. Special reference to ultra-nationalistic movements. The "Greater East Asia War." Post-war recovery.

157. MAINLAND SOUTHEAST ASIA: FROM COLONIALISM TO NATIONALISM

A study of political developments from mid-nineteenth century Anglo-French imperialism to the emergence of national states. Particular reference to indigenous nationalist movements in French colonial areas and the modern transition in Thailand.

158. MODERN CHINA

Sociopolitical changes from the late Ch'ing Reform Movement. Special emphasis on modern revolutionary movements, political history of the Kuomintang period, and the rise of the Chinese Communist Party.

159. RELIGION AND SOCIETY IN TRADITIONAL ASIA

Great intellectual traditions of Asia: A historical survey. Introduction to Brahminism, Theravada Buddhism, Mahayana Buddhism, Confucianism, Taoism and Shintoism.

164. THE INTER-AMERICAN COMMUNITY*

A history of the political, economic and social relations between the countries of the two Americas and their activities in regional and world organization.

165. ARGENTINA

Political, social and economic developments in this leading country of South America from pre-Columbian times to the present, with special emphasis on its modern national development.

*Not offered in 1973-74.

166. MEXICO

A history of Mexico from the Mayas and Aztecs to the present. Special emphasis on those factors of the more recent national period, which have contributed to the development of the Mexican national character.

167. BRAZIL

An analytical study of Brazil's past and present: the colonial era, the New World monarchies of Pedro I and II, the Republic. Emphasis on social and economic developments.

168. LATIN AMERICA: THE NINETEENTH CENTURY

A topical development of Latin America from severance of colonial ties through the experiences of early nationhood: conservatism and liberalism, the caudillos and sectionalism, dictatorship and the oligarchies, nationalism and its consequences. Patterns of cultural growth and of foreign affairs.

169. CONTEMPORARY LATIN AMERICA

A topical study of twentieth century political, economic and social life. The dynamics of traditional legacies and reform programs. Ideals and realities of interamerican relations. Cultural characteristics. Present trends and prospects.

170. COLONIAL AMERICA, 1607-1765

An examination of American history from the founding of Jamestown to the conclusion of the Great War for Empire

171. TO THE HARTFORD CONVENTION: UNITED STATES, 1789-1815

An intensive examination into the development of the new nation from the Constitution through the War of 1812, emphasizing the formation of political parties, Jeffersonian "democracy," cultural and diplomatic chauvinism, and needs for further study.

172. THE RISE OF JEFFERSONIAN DEMOCRACY

The development of the new national from the Constitution through the War of 1812, emphasizing the formation of political parties, Jeffersonian democracy and cultural nationalism.

173. NATIONALISM AND SECTIONALISM*

The social and political reforms and the economic changes between 1851 and the Compromise of 1850, with emphasis on intersectional rivalry.

174. THE UNION IN CRISIS*

A study of major aspects of the Civil War and the problems of reconstruction; the abolitionists, the rise of the Republican party; the conduct of the war; the role of the free Negro, constitutional readjustment; the rise of the new south.

*Not offered in 1973-74

176, 177. DIPLOMATIC HISTORY OF THE UNITED STATES

Critical study of the international relations of the United States, and of the economic, political, social and public opinion forces influencing the development of American policy.

180. BLACK INTELLECTUAL HISTORY

An analysis of the political, literary, economic, and intellectual trends of leading black thinkers, and social customs of black people from 1619-1972.

181. THE RISE OF THE CITY

An historical study of the growth and development of the American city and its impact on all aspects of American life.

182. BLACK RESPONSE TO MODERN AMERICA

A study of the social and political institutions developed by the Black community to deal with the discrimination of the dominant society since 1877.

183. SOCIAL MOVEMENTS IN TWENTIETH CENTURY AMERICA

Popular movements for change, and against it. An investigation of the response of the American people to the problems of modern industrial society. Labor, women's rights, black activism, anti-radicalism, Ku Klux Klan, peace movement, and others.

187. THE WEST*

The spread of the frontier and the emergence of special western problems. The west as a force in United States history and culture, and its effects.

189. CALIFORNIA

The history of California, with major attention given to the period following its annexation to the United States.

190. HISTORIOGRAPHY*

A critical and historical study of the writings of great historians from antiquity to the present, relating them to the philosophical currents and social realities of their times; problems in contemporary historiography.

198. COLLOQUIUM

Group meetings for reading, research, and discussion of selected historical problems and periods.

198.01 England

198.02 Early Modern Europe

198.03 Recent Europe

198.04 Russia

198.05 East Asia

198.06 Latin America

198.07 The United States

198.08 California

198.09 Africa

198.10 Revolution

198.11 Practicum

*Not offered in 1973-74.

199. INDIVIDUAL STUDY

Directed reading in source materials and pertinent secondary works dealing with selected historical problems.

220. SEMINAR IN MEDIEVAL HISTORY (5)

230. SEMINAR IN EARLY MODERN EUROPE (5)

240. SEMINAR IN MODERN EUROPEAN HISTORY (5)

250. SEMINAR IN EAST ASIAN HISTORY (5)

260. SEMINAR IN HISPANIC AMERICAN HISTORY (5)

270. SEMINAR IN UNITED STATES HISTORY (5)

280. SEMINAR IN NORTH AMERICAN HISTORY (5)

290. SEMINAR IN AFRICAN HISTORY (5)

298. DIRECTED RESEARCH (5)

300. THESIS (5-10)

MATHEMATICS

101. A SURVEY OF GEOMETRY

Topics from projective, advanced Euclidean and non-Euclidean geometries.

102. ADVANCED CALCULUS I

Vector calculus, functions of several variables, elliptic integrals, line integrals, uniform convergence, introduction to Fourier series.

103. ADVANCED CALCULUS II

A continuation of Mathematics 102, with additional advanced topics.

105. THEORY OF FUNCTIONS OF A COMPLEX VARIABLE

Analytic functions, Cauchy integral theorems, power series, conformal mapping, Riemann surfaces. Prerequisite: 103.

111. ABSTRACT ALGEBRA I

Topics from theory of groups. Prerequisites: 52 and 53 or equivalents.

112. ABSTRACT ALGEBRA II

Rings and ideals, algebraic extensions of fields, Galois theory. Prerequisite: 111.

113. TOPOLOGY

Theory of sets, metric spaces, topological spaces, and transformations.

122. PROBABILITY AND STATISTICS I

Axioms and basic laws, independence, distributions, random variables, expectation.

123. PROBABILITY AND STATISTICS II

Statistical inference, point estimation, statistical hypotheses, analysis of variance.

133. LOGIC AND FOUNDATIONS

Deductive theories. Theories and models. Consistency, completeness, decidability. The theory of models. The cardinality of models. Some related topics of metamathematics and foundations.

134. SET THEORY

Naive set theory. Cardinal and ordinal arithmetic. The axiom of choice and the continuum hypothesis. Axiomatic set theory.

153. INTERMEDIATE ANALYSIS I

A rigorous investigation of the real number system. Concepts of limit, continuity, differentiability of functions of one variable. Theorems of differential and integral calculus. Prerequisite: 103.

154. INTERMEDIATE ANALYSIS II

Continuation of Math 153.

164. COMPUTER LANGUAGE AND AUTOMATA THEORY

Investigation of various languages such as ALGOL, BASIC, APL. Turing machines, algorithms and introductory simulation.

165. MATHEMATICAL STRUCTURE OF COMPUTERS

Machine language programming. Mathematical logic and logical design of a digital computer.

166. NUMERICAL ANALYSIS

Interpolation formulas. Numerical differentiation and integration, numerical solution of algebraic, transcendental and differential equations. Prerequisite: 102.

168. DIFFERENTIAL GEOMETRY

Introduction to curves and surfaces. Differential forms, Frenet formulas, frame fields, differentiation on surfaces. Prerequisite: 53 or equivalent.

172. PROBLEM SOLVING

Use of induction, analogy and other techniques in solving mathematical problems.

175. THEORY OF NUMBERS

Fundamental theorems on divisibility, primes, congruences. Number theoretic functions. Diophantine equations. Quadratic residues. Introduction to theory of binary quadratic forms.

179. MATRIX THEORY

Linear transformation, matrices and determinants, quadratic forms, Cayley-Hamilton theorem.

190-195. INDEPENDENT STUDY

Reading and investigation for superior students under direction of a staff member.

270. ADVANCED TOPICS FOR SECONDARY SCHOOL TEACHERS I (5)

Special topics in geometry, topology, combinatorial mathematics, algebra and number theory for secondary school teachers of mathematics.

271. ADVANCED TOPICS FOR SECONDARY SCHOOL TEACHERS II (5)

Continuation of 270.

290. MASTER'S THESIS

The goal of the M.S.T.M. thesis is to make an original written contribution in the field of mathematics teaching, a contribution that will be useful to a teacher. Thus, this thesis is not meant to be research-oriented as preparation for employment in industry or in the pursuit of a Ph.D. Neither is it to be merely a "busy-work" project completed only to satisfy tradition, but otherwise irrelevant. Instead, it is supposed to be a mathematical treatise (not an educational study) on some topic appropriate to the secondary curriculum, written with mathematical rigor and precision.

291. INDEPENDENT STUDY

For students in the M.S.T.M. program.





UNIVERSITY OFFICERS BOARD OF TRUSTEES

Benjamin H. Swig, <i>Chairman</i>	1967-1975
James S. Albertson, S.J.	1969-1975
Louis I. Bannan, S.J.	1969-1975
Mary Woods Bennett	1971-1977
Raymond F. Copeland, S.J.	1967-1973
Edward J. Daly	1971-1977
Francis X. Duggan	1969-1975
Austin J. Fagothey, S.J.	1967-1973
Edwin A. Heafey	1967-1973
Witold Krassowski	1969-1973
Alexis I. Mei, S.J.	1967-1973
John F. O'Hara	1971-1977
Michel Orradre	1967-1973
John M. Ottoboni	1969-1975
Edward A. Panelli	1967-1975
William B. Perkins, S.J.	1971-1977
Leo P. Rock, S.J.	1969-1975
Philip S. Sanfilippo	1969-1975
Walter E. Schmidt, S.J.	1971-1977
Laurence L. Spitters	1969-1973
Thomas D. Terry, S.J., <i>President</i>	ex-officio



UNIVERSITY ADMINISTRATORS

Thomas D. Terry, S.J., Ph.D.	<i>President</i>
Patrick A. Donohoe, S.J., Ph.D.	<i>Chancellor</i>
William B. Perkins, S.J., M.A.	<i>Executive Vice President</i>
James S. Albertson, S.J., Ph.D.	<i>Academic Vice President</i>
Herbert G. Carhart, Jr., M.A.	<i>Vice President for Development</i>
Anthony P. Hamann, B.A.	<i>Vice President for University Relations</i>
George F. Giacomini, Jr., M.A.	<i>Acting Dean of Students</i>
Walter E. Schmidt, S.J., M.A.	<i>Senior Vice President</i>
Charles F. Guenther, S.J., M.A.	<i>Treasurer</i>
David P. Arata, B.S.	<i>Registrar</i>
James L. Schweickardt, M.A.	<i>Director of Admissions</i>
Daniel V. Germann, S.J., S.T.D.	<i>University Chaplain</i>
Victor Novak, Ph.D.	<i>University Librarian</i>

GRADUATE SCHOOL OF HUMANITIES

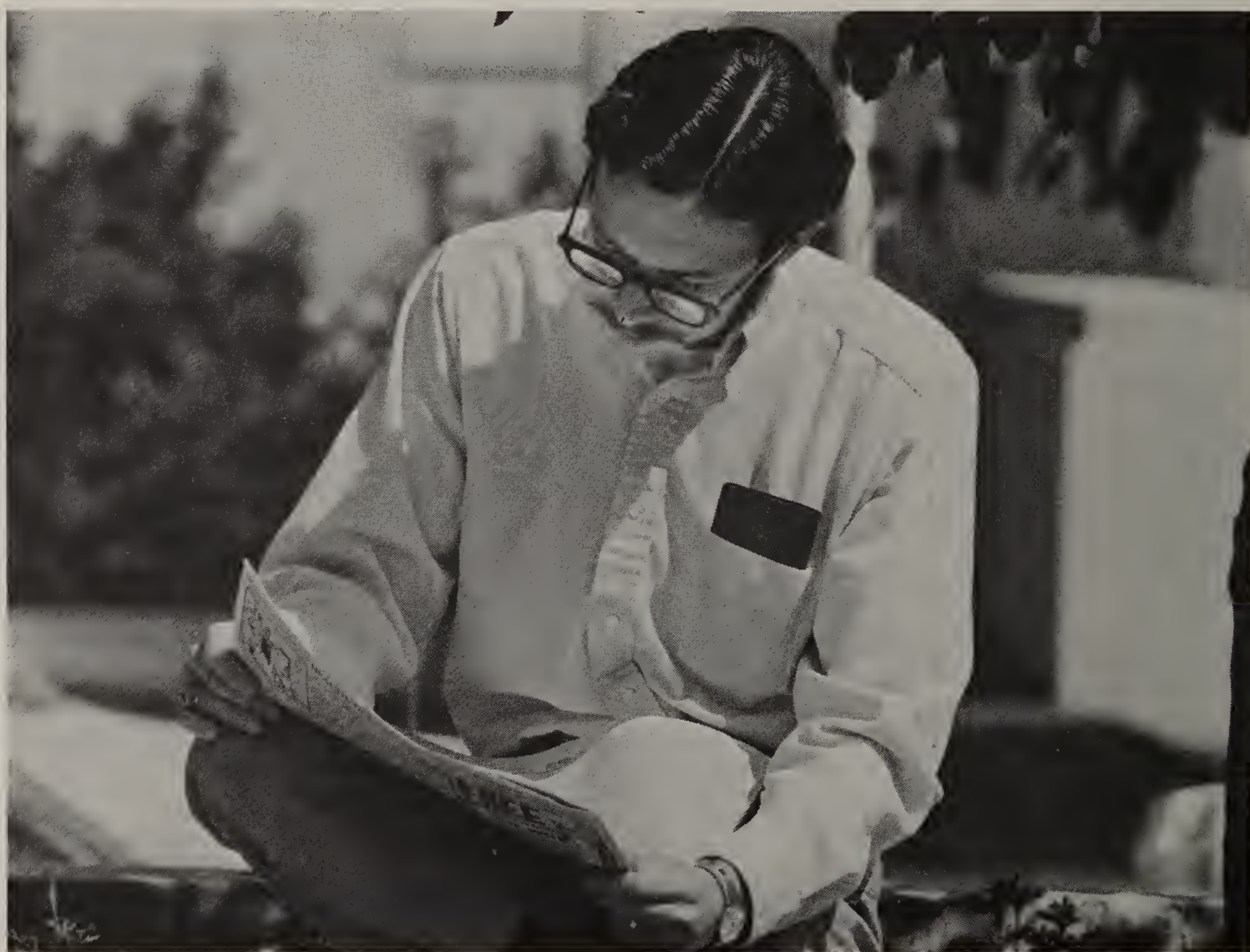
John H. Gray, S.J., Ph.D. *Dean*
Edward V. Warren, S.J. *Assistant Dean for Graduate Division*
Margaret E. Wagnon *Executive Secretary*

Advisory Council on Graduate Programs

John H. Gray, S.J., Ph.D., <i>Dean</i>	
Francis X. Duggan, Ph.D., <i>Professor of English</i>	Gerald E. McDonald, Ed.D., <i>Professor of Education</i>
Norman F. Martin, S.J., Ph.D., <i>Professor of History</i>	Victor B. Vari, Ph.D., <i>Professor of Romance Languages</i>

Committee on Admissions

John H. Gray, S.J., Ph.D., <i>Dean, Chairman</i>	
George J. Sullwold, Ph.D., <i>Associate Professor of English</i>	Timothy J. O'Keefe, Ph.D., <i>Associate Professor of History</i>
Kenneth E. Blaker, Ph.D., <i>Associate Professor of Education</i>	Iris M. Tiedt, Ph.D., <i>Assistant Professor of Education</i>



ADVISORY BOARDS

BOARD OF REGENTS

(terms expire in the years indicated in parentheses)

Patrick C. Heffernan, *Chairman* (1973)
San Francisco, California

Edward M. Alvarez (1977)
San Jose, California

Thomas J. Bannan (1975)
Indian Wells, California

Edward U. Bevilacqua (1976)
Pleasanton, California

Charles A. Black (1976)
Woodside, California

John Brooks (1976)
San Leandro, California

John B. De Maria (1975)
Greenbrae, California

Frank Druding (1974)
Saratoga, California

Leo V. English (1977)
San Jose, California

E. Jackson Going, Jr. (1975)
San Jose, California

Frank M. Hagan (1976)
Atherton, California

Edwin A. Heafey, Jr. (1974)
Oakland, California

Clarence E. Heller (1974)
Atherton, California

Paul D. King (1976)
Los Angeles, California

Gerald T. Kirrene (Ex Officio)
Sacramento, California

Jerome W. Komes (1975)
San Francisco, California

Marshall E. Leahy (1976)
San Francisco, California

Robert F. McCullough (Ex Officio)
Greenbrae, California

Vance C. Mape (1975)
Menlo Park, California

Mrs. Anthony J. Morabito (1977)
Menlo Park, California

Joseph T. Nally (1977)
Pasadena, California

William Joseph Naumes (1974)
Medford, Oregon

Wilmot J. Nicholson (1974)
Los Gatos, California

F. Fenton O'Connell (1974)
Gilroy, California

John F. O'Hara (1975)
Rolling Hills, California

Mrs. John E. O'Neill
Fresno, California

William V. Regan (1976)
Menlo Park, California

Raymond J. Rosendin (1977)
San Jose, California

Martin A. Samuelson (1973)
Pasadena, California

Miss Joanne Sanfilippo (1976)
Marina Del Mar, California

Philip S. Sanfilippo (1973)
San Jose, California

James G. Shea (1977)
Burlingame, California

Arthur M. Smith, Jr. (1977)
Reno, Nevada

Laurence L. Spitters (1973)
Palo Alto, California

Benigno P. Toda, Jr. (1973)
Philippine Islands

Harold J. Toso (1975)
San Francisco, California

BOARD OF FELLOWS

(terms expire in the years indicated in parentheses)

Gerald R. Graham, *President* (1976)
Los Gatos, California

Berle Adams (1977)
North Hollywood, California

Victor Bruni (1975)
San Jose, California

Eugene J. Adams (1975)
Santa Cruz, California

A. L. Buonaccorsi (1975)
San Leandro, California

Sam J. Alaimo (1977)
San Jose, California

George B. Byrnes (1975)
Palos Verdes Estates, California

Joseph R. Alcantara (1973)
Santa Cruz, California

Edward S. J. Cali (1974)
Cupertino, California

David S. Arata, Jr. (1976)
Saratoga, California

John A. Chartz (1975)
San Mateo, California

Leonard F. Aregger (1975)
Greenbrae, California

Kenneth S. Conn (1976)
Saratoga, California

James A. Bacigalupi, Jr. (1974)
Hillsborough, California

Francis Ford Coppola (1978)
San Francisco, California

Thomas A. Bannan (1974)
Burlingame, California

Victor F. Corsiglia (1978)
San Jose, California

George H. Barnett (1973)
San Jose, California

Dominic L. Cortese (1977)
San Jose, California

John F. Barrett, Jr. (1977)
San Mateo, California

Vernon J. Cristina (1977)
San Jose, California

J. Marius Becchetti (1973)
Santa Clara, California

Norton S. Curtis (1977)
San Jose, California

Charles Bedolla (1976)
San Jose, California

Jack F. Daly, Jr. (1975)
Eureka, California

Sigmund E. Beritzhoff (1977)
Los Gatos, California

Emery Delmas (1975)
Saratoga, California

Francis M. Booth (1975)
Marysville, California

Frank W. Doherty (1975)
Pasadena, California

Donald P. Bowden (1973)
Cupertino, California

Robert S. Dougherty (1973)
Ross, California

Howell Estes, Jr. (1976)
Atherton, California

Robert M. Falasco (1977)
Los Banos, California

Robert J. Finocchio (1977)
San Jose, California

Steve Forrest (1977)
Los Angeles, California

Michael E. Fox (1974)
Saratoga, California

William Earl Freitas (1975)
San Jose, California

E. Jackson Going, Jr. (1975)
San Jose, California

Robert T. Greene (1973)
San Jose, California

Michael Guerra (1974)
San Jose, California

Anthony P. Hamann (1975)
San Jose, California

Stanley S. Hasbrook (1977)
Santa Clara, California

Robert G. Hill (1973)
Palm Springs, California

John F. Hopkins (1978)
San Jose, California

Christopher M. Houser (1977)
Sierra Madre, California

Mervin Houser (1975)
Los Angeles, California

Merle R. Jones (1975)
San Jose, California

Joseph R. Kapp (1977)
Belmont, California

Arthur F. Kelly (1975)
Los Angeles, California

August G. Kettmann (1976)
Palm Springs, California

Paul Laxalt (1976)
Carson City, Nevada

Edward A. Lewis (1975)
San Jose, California

Melvin G. Lewis (1975)
Hillsborough, California

William J. Mahaney (1973)
Indian Wells, California

Tom Mason (1976)
Fresno, California

Lawrence L. May (1975)
San Jose, California

Richard A. McCormick (1974)
Fresno, California

Robert F. McCullough (1973)
Greenbrae, California

David J. McDonald (1976)
Palm Springs, California

Harry W. McGowan (1975)
Chico, California

William H. McInerney (1975)
Oakland, California

Donald J. Meyer (1975)
San Jose, California

John S. Mise (1975)
San Jose, California

Sherman A. Moore (1974)
Woodside, California

Warren S. Morey (1976)
Atherton, California

Norman J. Nachreiner (1975)
Northridge, California

Joseph T. Nally (1976)
Pasadena, California

Bernard N. Nemerov (1973)
Carson City, Nevada

Lloyd Nolan (1975)
Los Angeles, California

Phillip L. Olsen (1977)
Saratoga, California

Michel J. Orradre (1975)
San Ardo, California

Edward A. Panelli (1975)
Saratoga, California

Elmo W. Pardini (1975)
Los Gatos, California

Fess Parker (1975)
Santa Barbara, California

Martin A. Pasetta (1977)
Woodland Hills, California

Louis Pasquinelli (1977)
San Jose, California

Patrick Peabody (1977)
San Jose, California

Paul E. Potts (1974)
San Jose, California

Joseph Pugliese (1974)
San Jose, California

Joseph R. Quinn (1974)
Burlingame, California

Mrs. Reva Richards (1975)
San Jose, California

P. Anthony Ridder (1978)
Saratoga, California

Raymond J. Rosendin (1976)
San Jose, California

S. M. Sanfilippo (1975)
San Jose, California

James G. Shea (1975)
Burlingame, California

Robert U. Skibinski (1974)
Los Altos, California

Theodore J. Sousa (1974)
Saratoga, California

Louis B. Souza (1976)
Byron, California

Arnold G. Swenson (1975)
San Jose, California

Donald A. Tenenbaum (1977)
Saratoga, California

John G. Thom (1975)
Los Angeles, California

Joseph C. Tobin (1973)
Indian Wells, California

Jack D. Todd (1974)
San Jose, California

Louie G. G. Toscano, Jr. (1977)
Los Banos, California

Raymond F. Triplett (1977)
Monte Sereno, California

Anthony R. Turturici (1975)
San Jose, California

Austen Warburton (1975)
Santa Clara, California

Daniel G. Vaughan (1974)
Monte Sereno, California

Richard H. Wehner (1977)
San Jose, California

James J. Viso (1975)
Santa Clara, California

Harry Williams (1975)
San Jose, California

Donald R. Von Raesfeld (1974)
Santa Clara, California

Henry T. Yamate (1978)
Saratoga, California

Minoru Yamate, M.D. (1978)
Los Gatos, California



BOARD OF DIRECTORS ALUMNI ASSOCIATION

Officers

Robert F. McCullough

BSC '52, President

Gerald T. Kirrene

BSC '57, President-Elect

R. Donald McNeil

BS '57, First Vice President

Louis B. Souza, Jr.

BS '57, Second Vice President

Robert F. Lautze

BSC '39, Immediate Past President

Rev. Louis I. Bannan

S.J., BS, MA, STL, Assistant to the
President for Alumni Relations

Richard J. Morrisey

BS '41, Executive Director

Jerrold E. Kerr

BA '61, Associate Director

Peggy Cashatt

BA '70, Assistant Director

Council of Past Presidents

Chauncey Tramutolo

BS '12, LLB '14, 1921-22

Roy A. Bronson

BA '12, MA '13, LLB '14, 1928-29

Thomas J. Riordan

BS '11, MA '12, LLB '16, 1933-34

Harold J. Toso

PhB '25, LLB '26, 1934-35

Marshall E. Leahy

PhB '31, 1942-43

Warren S. Morey

BA '33, 1946-47

Robert E. Grady

'23, 1948-49

John M. Burnett

BA '25, LLB '26, 1949-50

Arthur H. Kenny

BS '30, LLB '32, 1950-51

John A. Cronin

(24), 1951-52

Paul F. Kelly

BS '38, 1953-54

William V. Regan, Jr.

PhB '33, 1954-55

Arthur P. Calou

(33)

James A. Arnerich

BA '35, LLB '38, 1956-57

Francis J. Murphy

BCE '43, 1957-58

Kenneth J. Friedenbach, Sr.

BCE '41, 1958-59

John F. O'Hara

PhB '39, 1959-60

Richard J. Lautze

BSC '39, 1960-61

Ralph M. Grady

BCS '47, 1961-62

William H. McInerney

BS '47, 1962-63

Frank Fiscalini

BS '48, 1963-64

Joseph C. Tobin

BS '40, 1964

Joseph T. Nally

BSC '50, 1964-66

Patrick C. Heffernan

BSC '38, 1966-68

Leo W. Ruth, Jr.

BCE '38, 1968-70

William J. Adams, Jr.

BME '37, 1970-71

Robert F. Lautze

BSC '39, 1971-72

*Representatives of the Colleges of the
University*

Edward S. J. Cali

BS '38, Business

John D. Wilde, Jr.

BME '56, MBA '70, Engineering

Michael diLeonardo

JD '50, Law

Sciences (to be appointed)

Humanities (to be appointed)

*Presidents of Graduate Alumni
Associations*

Murlin J. Vellequette

MBA '68, Business

Paul D. Shaft

(Dr.), PhDEE '68, Engineering

James A. Wright

(Hon.), PhB '43, JD '49, Law

Elective Members

(Term expires in year indicated in
parentheses)

William G. Brennan

BA '65 (1975)

Thomas C. Buckley

BS '52 (1974)

Michael A. Burke

BS '60 (1974)

Edward A. Early

BS '55 (1973)

Dominic Fanelli

BSC '50 (1974)

Harvey J. Ferguson

BSC '56 (1974)

Marcel Fiore

BS '52, MA '66 (1975)

Edward S. Gallagher, M.D.

BS '60 (1973)

William C. Haley

BSC '52 (1975)

Leighton Hatch

BS '50 (1973)

Robert G. Kilburg

BSC '50 (1974)

Bartholomew C. Lally, Jr., M.D.

BS '59 (1975)

Maureen A. Lennon

BA '67 (1974)

M. Peter Lillevand

BSC '61 (1973)

Kathleen M. McCartin

BA '70 (1973)

Marygrace Mulcrevy

BA '65 (1975)

James R. O'Brien

BSC '61 (1975)

Anthony T. Oliver, Jr.

BS '51, LLB '53 (1973)

Toni Rossi

'65 (1973)

Thomas L. Sapunor, Jr.

BS '50 (1974)

Alvin H. Storch, Jr.

BME '42 (1975)





FACULTY

GRADUATE SCHOOL OF HUMANITIES

GERALD L. ALEXANDERSON (1958)

Professor of Mathematics; Chairman, Department of Mathematics
B.A., 1955, University of Oregon; M.S., 1958, Stanford University.

LOUIS I. BANNAN, S.J. (1953)

Associate Professor of Education
B.A., 1937, M.A., 1938, Gonzaga University; S.T.L., 1944, Alma College.

M. LOUISE BEUTNER (1972)

Professorial Lecturer in English
B.A., 1931, Webster College; M.A., 1933, Ph.D., 1943, St. Louis University.

RAYMOND L. BIONDI (1965)

Associate Professor of Modern Languages
A. B., 1940, A.M., 1942, Ph.D., 1955, Stanford University.

KENNETH E. BLAKER (1965)

Associate Professor of Education; Chairman, Department of Education
B.A., 1958, M.Ed., 1960, University of Arizona; Ph.D., 1965, Southern Illinois University.

EDWIN J. BROWN (1951)

Professor of Education (Emeritus)
B.S., 1922, Kansas State Teachers College; A.M., 1925, Ph.D., 1928, Stanford University.

MICHAEL W. CHAMBERLAIN (1970)

Assistant Professor of Mathematics
B.A., 1965, Pomona College; M.S., 1966, Ph.D., 1971, Stanford University.

KAREL L. DE BOUVERE, S.C.J. (1965)

Professor of Mathematics
Nat. Phil. Cand., 1948, Math. et Phys. Drs., 1953, Dr. Math. et Phys. Sc., 1959, University of Amsterdam, The Netherlands.

JAMES P. DEGNAN (1963)

Professor of English
B.A., 1954, Memphis State University; M.A., 1956, University of Notre Dame.

FRANCIS X. DUGGAN (1962)

Professor of English

A.B., 1948, University of Notre Dame; M.A., 1950, Ph.D., 1960, University of Pennsylvania.

EDWARD T. FLOOD (1966)

Associate Professor of History

A.B., 1958, Seattle University; Ph.D., 1967, University of Washington.

JAMES A. FULTON (1969)

Assistant Professor of Education

B.S., 1962, M.S., 1965, Ph.D., 1969, Southern Illinois University.

STEVEN M. GELBER (1969)

Assistant Professor of History

B.S., 1965, Cornell University; M.S., 1967, Ph.D., 1972, University of Wisconsin.

JOHN H. GRAY, S.J. (1961)

Associate Professor of English; Dean, College of Humanities

A.B., 1948, Gonzaga University; A.M., 1952, Loyola University, Los Angeles; S.T.L., 1956, St. Albert's College, Louvain; Ph.D., 1961, University of London.

EDWARD D. GROSS (1964)

Assistant Professor of English

A.B., 1947, M.A., 1951, Ph.D., 1964, University of Pennsylvania.

RAMSDELL GURNEY (1968)

Assistant Professor of History

B.A., 1956, Williams College; M.A., 1961, Ph.D., 1968, State University of New York, Buffalo.

WILLIAM R. JAMES (1963)

Associate Professor of Speech and Theatre Arts; Chairman, Department of Speech and Theatre Arts

B.A., 1953, University of Nevada; M.A., 1956, San Jose State College; Ph.D., 1969, University of Iowa.

LEONARD F. KLOSINSKI (1964)

Assistant Professor of Mathematics

B.S., 1961, University of Santa Clara; M.A., 1963, Oregon State University.

CHRISTIAAN T. LIEVESTRO (1969)

Associate Professor of English

A.B., 1950, State University of New York, Albany; M.A., 1953, Ph.D., 1958, Harvard University.

DAVID E. LOGOTHETTI (1967)

Assistant Professor of Mathematics

A.B., 1957, M.A., 1962, Ph.D., 1972, University of California, Los Angeles.

ELEANOR R. LONG (1968)

Assistant Professor of English

B.S., 1957, Portland State University; M.A., 1958, University of Portland; Ph.D., 1968, University of California, Los Angeles.

NORMAN F. MARTIN, S.J. (1958)

Professor of History

A.B., 1941, A.M., 1942, Gonzaga University; S.T.L., 1948, Colegio Maximo de San Miguel, Buenos Aires; A.M., 1950, Mexico City College (University of the Americas); *Doctor en Letras*, 1957, National University of Mexico.

GERALD E. McDONALD (1962)

Professor of Education

A.B., 1947, Boston College; Ed.D., 1955, Stanford University.

MATTHIAS S. MEIER (1963)

Professor of History

B.A., 1948, University of Miami; M.A., 1949, University of the Americas, Mexico City; Ph.D., 1954, University of California, Berkeley.

MILES MERWIN (1970)

Assistant Professor of History

B.A., 1963, Rutgers—The State University; M.A., 1965, University of California, Berkeley; Ph.D., 1971, University of North Carolina.

ELIZABETH J. MORAN (1963)

Assistant Professor of English

A.B., 1942, Indiana University; M.A., 1963, San Jose State University.

TIMOTHY J. O'KEEFE (1965)

Associate Professor of History, Chairman, Department of History

A.B., 1961, Saint Mary's College, California; M.A., 1963, Ph.D., 1968, University of Notre Dame.

CHARLES T. PHIPPS, S.J. (1965)

Associate Professor of English; Director, Honors Program

A.B., 1952, Ph.L., 1953, Gonzaga University; M.S.T., 1960, Alma College; Ph.D., 1965, University of North Carolina.

PETER O. PIERSON (1966)

Assistant Professor of History

A.B., 1954, M.A., 1963, Ph.D., 1966, University of California, Los Angeles.

WILLIAM J. REWAK, S.J. (1970)

Assistant Professor of English

B.A., 1957, M.A., 1958, Gonzaga University; Ph.D., 1970, University of Minnesota.

DAVID SKINNER (1970)

Assistant Professor of History

A.B., 1957, Whittier College; M.A., 1964, Ph.D., 1971, University of California, Berkeley.

MARY ANNE SMITH (1972)

Assistant Professor of Education

B.S., 1953, Iowa State University; M.S., 1960, Ph.D., 1971, University of Oregon.

JOSEPH L. SUBBIONDO (1969)

Acting Assistant Professor of English

B.A., 1962, St. John's University; M.A., 1965, University of Southern California.

GEORGE J. SULLWOLD (1962)

Associate Professor of English; Chairman, Department of English

A.B., 1934, M.A., 1936, University of California, Los Angeles; Ph.D., 1958, University of Washington.

IRVING SUSSMAN (1956)

Professor of Mathematics

B.S., 1943, Columbia University; A.M., 1947, Johns Hopkins University; Ph.D., 1953, University of California, Berkeley.

IRIS M. TIEDT (1968)

Assistant Professor of Education

B.S., 1950, Northwestern University; M.A., 1962, University of Oregon; Ph.D., 1972, Stanford University.

JAMES TORRENS. S.J. (1969)

Assistant Professor of English

A.B., 1954, Gonzaga University; S.T.L., 1962, St. Albert's College, Louvain; M.A., 1964, Ph.D., 1968, University of Michigan.

JO ANN VASQUEZ (1972)

Acting Assistant Professor of Education

B.A., 1966, Immaculate Heart College, Los Angeles; M.A., 1970, Claremont Graduate School.

WILLIAM W. YABROFF (1968)

Associate Professor of Education

B.A., 1950, San Jose State College; B.D., 1953, Pacific School of Religion, Berkeley; M.A., 1961, Ph.D., 1963, Stanford University.





UNIVERSITY FACULTY AFFAIRS BOARD

	<i>Term Expires</i>
Prof. Mary Emery (<i>Law</i>)	January 1974
Prof. Austin Fagothey (<i>Humanities</i>)	January 1974
Prof. Jerry Kasner (<i>Law</i>)	January 1975
Prof. Charles Louie (<i>Business</i>)	January 1974
Prof. Philip McCormick (<i>Sciences</i>)	January 1975
Prof. Matthias Meier (<i>Humanities</i>)	January 1975
Prof. Ian Murray (<i>Engineering</i>)	January 1974
Prof. Marvin Schroth (<i>Sciences</i>)	January 1974
Prof. Dragoslav Siljak (<i>Engineering</i>)	January 1975
Prof. Peter Van den Dool (<i>Business</i>)	January 1975

**FACULTY GRIEVANCE COMMITTEE
COLLEGE OF HUMANITIES**

	<i>Term Expires</i>
Prof. Edward Gross	January 1974
Prof. Matthias Meier	January 1974
Prof. Betty Moran	January 1976
Rev. Charles Phipps, S.J.	January 1975
Prof. Andrew Rematore	January 1975



INDEX

Accreditations	13
Administrators, University	49
Graduate School of Humanities	50
Admissions Information	14
Secondary Teaching Credential	17
Aims and Objectives, University	11
Graduate School of Humanities	12
Alumni Association Board of Directors	56
Assistantships	27
Board of Directors, Alumni Association	56
Board of Fellows	52
Board of Regents	51
Board of Trustees	49
Calendar	4
Campus Map	9
Costs, Student	26
Counseling Psychology, Master of Arts in	22
Counseling Services	13
Credential, Secondary Teaching Program	17
Degree Requirements, General	15
M.A. in Counseling Psychology	22
M.A. in Education	20
M.A. in English	24
M.A. in History	25
M.S. in Teaching Mathematics	24
Secondary Credential Program	17
Education, Courses	28
Master of Arts program	20
M.S. in Teaching Mathematics	24
Secondary Credential Program	17
English, Courses	34
Master of Arts program	24
Master of Arts in Education program	20
Entrance Requirements	14
M.A. in Education	20
M.A. in English	24
M.A. in History	25
M.S. in Teaching Mathematics	24
Secondary Credential Program	17
Expenses, Student	26
Faculty	59
Faculty Affairs Board	65
Faculty Grievance Committee	65
Fees, Student	26
Fellowships	27

Financial Aids, Loans	26
Assistantships and Internships	27
Scholarships and Fellowships	27
Grading System	16
History, Courses	38
Master of Arts program	25
Master of Arts in Education program	21
History, University	6
Housing	13
Incompletes	15
Internships	27
Loan Funds	26
Learning Disabilities Program	21
Leave of Absence	15
Marking System	16
Master of Arts in Counseling Psychology	22
Master of Arts in Education program	20
English	34
History	38
Learning Disabilities	21
Reading	22
Master of Arts in English program	24
Master of Arts in History program	25
Master of Science in Teaching Mathematics	24
Mathematics, Courses	44
M.S. in Teaching Mathematics program	24
Officers, University	49
Graduate School of Humanities	50
Reading, Master of Arts in Education program	20
Refunds, Tuition	26
Regents, Board of	51
Rights Reserved	13
Secondary Teaching Credential Program	17
Summer Session	13
Transferral of Credit	15
Trustees, Board of	49
Tuition and Fees	26
Withdrawal	15



